

**Replies to initial written questions raised by Finance Committee Members in  
examining the Estimates of Expenditure 2015-16**

**Director of Bureau: Secretary for Education  
Session No. : 13**

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<a href="#">EDB240</a>	0195	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB241</a>	0201	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB242</a>	2996	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB243</a>	3017	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB244</a>	3026	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB245</a>	3027	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB246</a>	3116	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB247</a>	0637	CHIANG Lai-wan	190	University Grants Committee
<a href="#">EDB248</a>	1377	FAN Kwok-wai, Gary	190	University Grants Committee
<a href="#">EDB249</a>	1378	FAN Kwok-wai, Gary	190	University Grants Committee
<a href="#">EDB250</a>	1407	FAN Kwok-wai, Gary	190	University Grants Committee
<a href="#">EDB251</a>	1408	FAN Kwok-wai, Gary	190	University Grants Committee
<a href="#">EDB252</a>	2288	KWOK Dennis	190	University Grants Committee
<a href="#">EDB253</a>	2289	KWOK Dennis	190	University Grants Committee
<a href="#">EDB254</a>	1856	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB255</a>	1857	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB256</a>	3107	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB257</a>	3108	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB258</a>	3265	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB259</a>	2903	LEUNG Kenneth	190	University Grants Committee
<a href="#">EDB260</a>	2922	LEUNG Kenneth	190	University Grants Committee
<a href="#">EDB261</a>	2195	LEUNG Kwok-hung	190	University Grants Committee



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<a href="#">EDB263</a>	2682	MA Fung-kwok	190	University Grants Committee
<a href="#">EDB264</a>	0560	POON Siu-ping	190	University Grants Committee
<a href="#">EDB265</a>	3093	SHEK Lai-him, Abraham	190	University Grants Committee
<a href="#">EDB266</a>	2449	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB267</a>	2450	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB268</a>	1500	TIEN Puk-sun, Michael	190	University Grants Committee
<a href="#">EDB269</a>	3061	WONG Pik-wan, Helena	190	University Grants Committee
<a href="#">EDB270</a>	3062	WONG Pik-wan, Helena	190	University Grants Committee
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<a href="#">EDB271</a>	1050	CHEUNG Wah-fung, Christopher	160	School Education Television Programme
<a href="#">EDB272</a>	2850	SIN Chung-kai	160	School Education Television Programme
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<a href="#">EDB273</a>	1438	MOK Charles Peter	47	IT in the Community
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<a href="#">EDB274</a>	1419	FAN Kwok-wai, Gary	708	Capital Works Reserve Fund
<b>EDB</b>				
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<a href="#">EDB276</a>	3868	CHAN Chi-chuen	156	Other Educational Services and Subsidies
<a href="#">EDB277</a>	3869	CHAN Chi-chuen	156	Other Educational Services and Subsidies
<a href="#">EDB278</a>	3870	CHAN Chi-chuen	156	Secondary Education
<a href="#">EDB279</a>	3871	CHAN Chi-chuen	156	Primary Education Other Educational Services and Subsidies
<a href="#">EDB280</a>	3872	CHAN Chi-chuen	156	Policy and Support
<a href="#">EDB281</a>	3873	CHAN Chi-chuen	156	Other Educational Services and Subsidies
<a href="#">EDB282</a>	3874	CHAN Chi-chuen	156	Other Educational Services and Subsidies
<a href="#">EDB283</a>	3875	CHAN Chi-chuen	156	Other Educational Services and Subsidies
<a href="#">EDB284</a>	4366	CHAN Chi-chuen	156	
<a href="#">EDB285</a>	4367	CHAN Chi-chuen	156	Director of Bureau's Office
<a href="#">EDB286</a>	4848	CHAN Chi-chuen	156	Director of Bureau's Office
<a href="#">EDB287</a>	4955	CHAN Chi-chuen	156	Director of Bureau's Office Primary Education

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<a href="#">EDB289</a>	5194	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB290</a>	5195	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB291</a>	5196	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB292</a>	5197	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB293</a>	5198	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB294</a>	5199	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB295</a>	5201	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB296</a>	5202	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB297</a>	5203	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB298</a>	5204	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB299</a>	5205	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB300</a>	5206	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB301</a>	5210	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB302</a>	5211	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB303</a>	5212	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB304</a>	5213	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB305</a>	5214	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB306</a>	5215	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB307</a>	5262	CHAN Ka-lok, Kenneth	156	
<a href="#">EDB308</a>	5263	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB309</a>	5264	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB310</a>	5265	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB311</a>	5266	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB312</a>	5267	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB313</a>	5268	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB314</a>	5269	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB315</a>	5270	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB316</a>	5271	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB317</a>	5272	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB318</a>	5273	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies

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<a href="#">EDB320</a>	5680	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB321</a>	5681	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB322</a>	5682	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB323</a>	5683	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB324</a>	5684	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB325</a>	5685	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB326</a>	5686	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB327</a>	5687	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB328</a>	5688	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB329</a>	5714	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB330</a>	5715	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB331</a>	5716	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB332</a>	5717	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB333</a>	5718	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB334</a>	5719	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB335</a>	5735	CHAN Ka-lok, Kenneth	156	Vocational Education
<a href="#">EDB336</a>	5757	CHAN Ka-lok, Kenneth	156	Vocational Education
<a href="#">EDB337</a>	5758	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB338</a>	5759	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB339</a>	5760	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB340</a>	5761	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB341</a>	5762	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB342</a>	5763	CHAN Ka-lok, Kenneth	156	Policy and Support

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<a href="#">EDB345</a>	5766	CHAN Ka-lok, Kenneth	156	
<a href="#">EDB346</a>	5767	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB347</a>	5768	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB348</a>	5769	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB349</a>	5770	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB350</a>	5771	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies Policy and Support
<a href="#">EDB351</a>	5772	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies Policy and Support
<a href="#">EDB352</a>	4714	CHAN Wai-yip, Albert	156	
<a href="#">EDB353</a>	4565	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB354</a>	5376	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB355</a>	5377	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB356</a>	5378	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB357</a>	5379	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB358</a>	5380	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB359</a>	5381	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB360</a>	5382	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB361</a>	5383	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB362</a>	5384	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB363</a>	5386	CHEUNG Chiu-hung, Fernando	156	Secondary Education
<a href="#">EDB364</a>	5387	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB365</a>	5388	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB366</a>	5389	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB367</a>	5390	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education

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<a href="#">EDB369</a>	5392	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Policy and Support
<a href="#">EDB370</a>	5393	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB371</a>	5394	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB372</a>	5395	CHEUNG Chiu-hung, Fernando	156	
<a href="#">EDB373</a>	5397	CHEUNG Chiu-hung, Fernando	156	Primary Education
<a href="#">EDB374</a>	5399	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB375</a>	5401	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB376</a>	5402	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB377</a>	5404	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB378</a>	5405	CHEUNG Chiu-hung, Fernando	156	Primary Education
<a href="#">EDB379</a>	5779	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">EDB380</a>	5780	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB381</a>	5835	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB382</a>	5836	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
<a href="#">EDB383</a>	5844	CHEUNG Chiu-hung, Fernando	156	Vocational Education
<a href="#">EDB384</a>	5845	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB385</a>	5847	CHEUNG Chiu-hung, Fernando	156	Secondary Education
<a href="#">EDB386</a>	5866	CHEUNG Chiu-hung, Fernando	156	Secondary Education
<a href="#">EDB387</a>	5868	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB388</a>	5870	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">EDB389</a>	5873	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB390</a>	6210	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB391</a>	6211	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB392</a>	6214	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education

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<a href="#">EDB394</a>	6218	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB395</a>	6219	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">EDB396</a>	6243	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
<a href="#">EDB397</a>	6244	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB398</a>	6282	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
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<a href="#">EDB400</a>	6681	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB401</a>	6682	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB402</a>	6683	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB403</a>	6684	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB404</a>	6685	CHEUNG Kwok-che	156	Special Education
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<a href="#">EDB406</a>	6687	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB407</a>	6688	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB408</a>	6689	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB409</a>	6694	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB410</a>	6699	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB411</a>	6704	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB412</a>	6763	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB413</a>	6764	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB414</a>	6765	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB415</a>	6766	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB416</a>	6767	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB417</a>	6768	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB418</a>	6769	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB419</a>	6770	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB420</a>	6772	CHEUNG Kwok-che	156	Primary Education Secondary Education Other Educational Services and Subsidies



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<a href="#">EDB423</a>	6879	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education
<a href="#">EDB424</a>	6880	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB425</a>	6881	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB426</a>	6888	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB427</a>	6889	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB428</a>	6890	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education
<a href="#">EDB429</a>	6912	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB430</a>	6916	CHEUNG Kwok-che	156	Policy and Support
<a href="#">EDB431</a>	6972	CHEUNG Kwok-che	156	Other Educational Services and Subsidies Policy and Support
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<a href="#">EDB433</a>	6987	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB434</a>	6988	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB435</a>	6989	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB436</a>	4672	HO Sau-lan, Cyd	156	Other Educational Services and Subsidies
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<a href="#">EDB445</a>	4091	IP Kin-yuen	156	Other Educational Services and Subsidies
<a href="#">EDB446</a>	4092	IP Kin-yuen	156	Other Educational Services and Subsidies
<a href="#">EDB447</a>	4093	IP Kin-yuen	156	Other Educational Services and Subsidies
<a href="#">EDB448</a>	4094	IP Kin-yuen	156	Other Educational Services and Subsidies
<a href="#">EDB449</a>	4095	IP Kin-yuen	156	Other Educational Services and Subsidies
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<a href="#">EDB452</a>	4099	IP Kin-yuen	156	Policy and Support
<a href="#">EDB453</a>	4100	IP Kin-yuen	156	Policy and Support
<a href="#">EDB454</a>	4101	IP Kin-yuen	156	Policy and Support
<a href="#">EDB455</a>	4102	IP Kin-yuen	156	Primary Education Secondary Education Special Education Policy and Support
<a href="#">EDB456</a>	4103	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB457</a>	4104	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB458</a>	4105	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
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<a href="#">EDB460</a>	4455	IP Kin-yuen	156	Policy and Support
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<a href="#">EDB468</a>	4569	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB469</a>	4570	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB470</a>	4571	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB471</a>	4572	IP Kin-yuen	156	Secondary Education
<a href="#">EDB472</a>	4752	IP Kin-yuen	156	Primary Education Secondary Education
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<a href="#">EDB475</a>	3575	IP Kwok-him	156	Other Educational Services and Subsidies
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<a href="#">EDB480</a>	5995	LEUNG Kwok-hung	156	Primary Education Secondary Education
<a href="#">EDB481</a>	3817	MA Fung-kwok	156	Policy and Support
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<a href="#">EDB489</a>	3844	MOK Charles Peter	156	Vocational Education
<a href="#">EDB490</a>	3845	MOK Charles Peter	156	Other Educational Services and Subsidies
<a href="#">EDB491</a>	3846	MOK Charles Peter	156	Other Educational Services and Subsidies
<a href="#">EDB492</a>	3847	MOK Charles Peter	156	Policy and Support
<a href="#">EDB493</a>	3848	MOK Charles Peter	156	

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<a href="#">EDB494</a>	3849	MOK Charles Peter	156	Other Educational Services and Subsidies
<a href="#">EDB495</a>	3850	MOK Charles Peter	156	
<a href="#">EDB496</a>	4349	MOK Charles Peter	156	
<a href="#">EDB497</a>	4350	MOK Charles Peter	156	Policy and Support
<a href="#">EDB498</a>	4830	MOK Charles Peter	156	
<a href="#">EDB499</a>	3360	SHEK Lai-him, Abraham	156	Secondary Education
<a href="#">EDB500</a>	3361	SHEK Lai-him, Abraham	156	Primary Education
<a href="#">EDB501</a>	3362	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB502</a>	3363	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB503</a>	3364	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB504</a>	3365	SHEK Lai-him, Abraham	156	Primary Education
<a href="#">EDB505</a>	3366	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB506</a>	3367	SHEK Lai-him, Abraham	156	Secondary Education
<a href="#">EDB507</a>	4181	SHEK Lai-him, Abraham	156	Primary Education
<a href="#">EDB508</a>	4182	SHEK Lai-him, Abraham	156	Primary Education
<a href="#">EDB509</a>	4183	SHEK Lai-him, Abraham	156	Secondary Education
<a href="#">EDB510</a>	4184	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB511</a>	4185	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB512</a>	4186	SHEK Lai-him, Abraham	156	Special Education
<a href="#">EDB513</a>	4187	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
<a href="#">EDB514</a>	4188	SHEK Lai-him, Abraham	156	
<a href="#">EDB515</a>	4468	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
<a href="#">EDB516</a>	4469	SHEK Lai-him, Abraham	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB517</a>	4470	SHEK Lai-him, Abraham	156	
<a href="#">EDB518</a>	4473	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB519</a>	4970	SHEK Lai-him, Abraham	156	
<a href="#">EDB520</a>	4971	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB521</a>	4973	SHEK Lai-him, Abraham	156	Policy and Support
<a href="#">EDB522</a>	3329	TO Kun-sun, James	156	Other Educational Services and Subsidies
<a href="#">EDB523</a>	3330	TO Kun-sun, James	156	Other Educational Services and Subsidies

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
<a href="#">EDB524</a>	3331	TO Kun-sun, James	156	Vocational Education
<a href="#">EDB525</a>	3332	TO Kun-sun, James	156	Other Educational Services and Subsidies
<a href="#">EDB526</a>	3333	TO Kun-sun, James	156	Other Educational Services and Subsidies
<a href="#">EDB527</a>	3334	TO Kun-sun, James	156	Other Educational Services and Subsidies
<a href="#">EDB528</a>	4595	WONG Kwok-hing	156	
<a href="#">EDB529</a>	4596	WONG Kwok-hing	156	
<a href="#">EDB530</a>	4597	WONG Kwok-hing	156	
<a href="#">EDB531</a>	4602	WONG Kwok-hing	156	Primary Education
<a href="#">EDB532</a>	4603	WONG Kwok-hing	156	Primary Education Secondary Education
<a href="#">EDB533</a>	4604	WONG Kwok-hing	156	Primary Education
<a href="#">EDB534</a>	4076	WONG Pik-wan, Helena	156	Other Educational Services and Subsidies
<a href="#">EDB535</a>	4077	WONG Pik-wan, Helena	156	Primary Education
<a href="#">EDB536</a>	4078	WONG Pik-wan, Helena	156	Special Education
<a href="#">EDB537</a>	4079	WONG Pik-wan, Helena	156	Primary Education Secondary Education Special Education Policy and Support
<a href="#">EDB538</a>	4080	WONG Pik-wan, Helena	156	Primary Education Secondary Education Special Education
<a href="#">EDB539</a>	4081	WONG Pik-wan, Helena	156	Policy and Support
<a href="#">EDB540</a>	4296	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB541</a>	4297	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB542</a>	4298	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB543</a>	4299	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB544</a>	4300	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB545</a>	3779	WU Chi-wai	156	Primary Education
<a href="#">EDB546</a>	3780	WU Chi-wai	156	Other Educational Services and Subsidies
<b>WFSFAA</b>				
<a href="#">EDB547</a>	6429	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB548</a>	6430	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB549</a>	4106	IP Kin-yuen	173	Student Assistance Scheme
<a href="#">EDB550</a>	4107	IP Kin-yuen	173	Student Assistance Scheme
<a href="#">EDB551</a>	4108	IP Kin-yuen	173	Student Assistance Scheme

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
<a href="#">EDB552</a>	3577	IP Kwok-him	173	Student Assistance Scheme Low-income Working Family Allowance
<a href="#">EDB553</a>	3540	LEUNG Mei-fun, Priscilla	173	Student Assistance Scheme
<a href="#">EDB554</a>	4134	QUAT Elizabeth	173	Student Assistance Scheme
<a href="#">EDB555</a>	4589	WONG Kwok-hing	173	Student Assistance Scheme Low-income Working Family Allowance
<a href="#">EDB556</a>	4590	WONG Kwok-hing	173	Student Assistance Scheme Low-income Working Family Allowance
<a href="#">EDB557</a>	4591	WONG Kwok-hing	173	Student Assistance Scheme Low-income Working Family Allowance
<b>UGC</b>				
<a href="#">EDB558</a>	3876	CHAN Chi-chuen	190	University Grants Committee
<a href="#">EDB559</a>	5200	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB560</a>	5773	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB561</a>	5774	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB562</a>	5775	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB563</a>	5996	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB564</a>	5997	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB565</a>	5998	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB566</a>	5999	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB567</a>	6399	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB568</a>	6400	CHAN Ka-lok, Kenneth	190	University Grants Committee
<del>EDB569</del>	5400	<del>CHEUNG Chiu-hung, Fernando</del>	<del>190</del>	<b>Cancelled</b>
<a href="#">EDB570</a>	5869	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
<a href="#">EDB571</a>	6698	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB572</a>	6700	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB573</a>	6771	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB574</a>	6960	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB575</a>	6961	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB576</a>	6962	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB577</a>	6963	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB578</a>	6966	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB579</a>	6967	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB580</a>	6968	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB581</a>	6969	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB582</a>	6970	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB583</a>	6971	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB584</a>	6974	CHEUNG Kwok-che	190	University Grants Committee

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
<a href="#">EDB585</a>	6975	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB586</a>	6978	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB587</a>	7040	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB588</a>	4109	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB589</a>	4110	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB590</a>	4111	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB591</a>	4112	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB592</a>	4113	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB593</a>	4114	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB594</a>	4115	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB595</a>	4116	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB596</a>	4452	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB597</a>	4454	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB598</a>	4461	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB599</a>	4463	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB600</a>	3576	IP Kwok-him	190	University Grants Committee
<a href="#">EDB601</a>	3496	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB602</a>	3498	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB603</a>	3499	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB604</a>	3822	MA Fung-kwok	190	University Grants Committee
<a href="#">EDB605</a>	3829	MA Fung-kwok	190	University Grants Committee
<a href="#">EDB606</a>	4467	SHEK Lai-him, Abraham	190	University Grants Committee
<a href="#">EDB607</a>	4082	WONG Pik-wan, Helena	190	University Grants Committee
<b>RTHK</b>				
<a href="#">EDB608</a>	4097	IP Kin-yuen	160	School Education Television Programme
<b>CWRF</b>				
<a href="#">EDB609</a>	4074	WONG Pik-wan, Helena	703	Capital Works Reserve Fund
<a href="#">EDB610</a>	4075	WONG Pik-wan, Helena	703	Capital Works Reserve Fund

**CONTROLLING OFFICER'S REPLY****EDB001****(Question Serial No. 2360)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

In this regard, would the Education Bureau provide in the table below details of the duty visits made by the Secretary and the Under Secretary in the past 3 years (2012-13, 2013-14 and 2014-15), including the date of visit, place of visit, size of entourage, purpose of visit, expenses on hotel accommodation, air tickets and meals and total expenditure for each visit? Please provide the amounts and the names of the sponsors of the sponsorships received (if any) of each visit.

Date of visit	Place of visit	Size of entourage	Purpose of visit	Expenses on hotel accommodation	Expenses on air tickets	Expenses on meals	Total expenditure of the visit

Asked by: Hon CHAN Chi-chuen (Member Question No. 16)

Reply:

Details of duty visits outside Hong Kong made by Secretary for Education and Under Secretary for Education in the past three years from 2012-13 to 2014-15 (including sponsorship, if any) are at Annexes A and B respectively.



**Details of Duty Visits outside Hong Kong made by  
Secretary for Education  
during the period from 2012-13 to 2014-15 up to 15 March 2015  
(as at 12 March 2015)**

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
16 to 17 July 2012	Beijing	To pay a courtesy call to the Ministry of Education.	2	-	23,000	7,826	30,826
11 October 2012	Shenzhen	To attend an approving ceremony held by the Chinese University of Hong Kong (Shenzhen) and take a tour of the University of Hong Kong-Shenzhen Hospital.	1	N.A.	N.A.	3,400	3,400
27 to 30 January 2013	United Kingdom	To attend the annual Education World Forum upon invitation and deliver a speech sharing Hong Kong's experience in education and promote Hong Kong's role as a regional education hub. Attendees included dozens of education ministers from around the world.	2	7,600	166,350	14,210	188,160
10 to 17 March 2013	Canada and USA	To promote the recognition of the New Academic	2	38,400	279,900	24,404	342,704

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		Structure and the Hong Kong Diploma of Secondary Education, boost Hong Kong's role as a regional education hub, and study the policies and measures of kindergarten education in the USA and Canada.					
29 May to 1 June 2013	Korea	(a) To study kindergarten education with representatives from the Committee on Free Kindergarten Education; and (b) To study the use of information technology in education with representatives from the Hong Kong Education City.	2	6,886	10,785	26,377	44,048
25 to 26 June 2013	Singapore	To officiate at the International Student Seminar upon invitation and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over	1	-	24,710	7,469	32,179

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials and organisations.					
8 July 2013	Shenzhen	To pay a courtesy call on and exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children.	2	N.A.	N.A.	3,124	3,124
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the same opportunity to study the use of information technology in education in Singapore.	2	-	123,261	67,639	190,900
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to participate in activities and exchange views with local officials and organisations in	2	-	25,380	52,389  [in-town transport in Tianjin sponsored by Ministry of Education and the sponsored amount is not available]	77,769

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		Shanghai and Beijing; and to study the secondary schools history curriculum and vocational education in of both cities.					
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and pay courtesy calls on officials of the Department of Education of Guangdong Province and the Bureau of Education of Guangzhou Municipality to exchange views on higher education policy.	2	-	N.A.	12,404	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters, promote Hong Kong's role as a regional education hub, and encourage cooperation and	2	-	24,670	16,882	41,552

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		exchange on education matters between Hong Kong and member nations of ASEAN.					
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual Education World Forum upon invitation. To introduce the achievements, latest developments and priorities of Hong Kong in education and to exchange views with other ministers on education policy and future developments in education (especially the application of information technology). Attendees included dozens of education ministers from around the world.	2	18,035	159,478	22,951	200,464
28 February to 2 March 2014	Shanghai	To attend the International Convention on Science of Learning upon invitation. To listen to and exchange with prominent learning scientists from around the world sharing their expertise in	1	-	11,028	10,621	21,649

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
		different aspects of education, including social influences on learning; language, bilingualism and multicultural learning; and technologies for learning purposes.					
27 to 30 March 2014	New Zealand	To attend the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and teacher representatives from around the world.	1	-  [hotel accommodation sponsored by New Zealand Ministry of Education in the amount of around \$7,300]	53,250	11,075  [in-town transport sponsored by New Zealand Ministry of Education in the amount of around \$4,000]	64,325
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries and learn more about	2	23,816	195,583	19,041	238,440

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		the latest developments and good practices in the EU system, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education.					
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai. To let participants see for themselves the cultural heritage, latest developments, and challenges and opportunities on the Mainland through a series of visits and exchange activities.	2	-	17,129	25,950	43,079
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a	2	-	13,920	11,419 [in-town transport sponsored by Ningbo Education	25,339



<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places.				Bureau in the amount of around \$1,000]	
21 August 2014	Shenzhen	To meet with the Director of the Shenzhen Municipal Education Bureau. To exchange views on education issues of mutual concern (including the issue of cross-boundary students) in order to deepen cooperation between Hong Kong and Shenzhen.	2	N.A.	N.A.	1,946	1,946
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and	1	-	11,700	4,074  [in-town transport sponsored by Zhejiang	15,774

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
		Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools.				Provincial Government and the sponsored amount is not available]	
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland to study their vocational education systems and good practices in promoting young persons' career development.	2	-	123,147	52,309	175,456
5 to 7 December 2014	Nanjing	To lead a delegation of Hong Kong secondary school students studying Chinese History (with over 200 students and teachers) to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing. It is	2	-	14,314	11,246  [in-town transport sponsored by Hong Kong and Macau Affairs Office of Jiangsu Provincial Government and the sponsored amount is not available]	25,560

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		hoped that the on-site visit and expert analysis will enable student participants to look into the historical developments of the country from multiple perspectives.					
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote and strengthen Hong Kong's education relationship with Malaysia and Hong Kong's role as a regional education hub to Malaysian students.	1	-	13,720	5,919	19,639
30 January 2015	Guangzhou and Shenzhen	To accompany the Chief Executive in meetings with Guangdong Party Secretary and Shenzhen Party Secretary.	-	N.A.	N.A.	125  [in-town transport in Guangzhou sponsored by Guangdong Provincial Government in the amount of around \$90]	125

Notes :

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).
- (2) Proper class of air passages was provided to participating officers concerned in accordance with the relevant Civil Service Regulations and guidelines which take into account ranking of their offices, flying time, flight

schedule and details.

- (3) Includes subsistence allowance provided to participating officials and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided according to the existing Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling. We do not maintain separate accounts solely on meal expenses.

**Details of Duty Visits outside Hong Kong made by  
Under Secretary for Education  
during the period from 2012-13 to 2014-15 up to 15 March 2015  
(as at 12 March 2015)**

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by US(Ed) and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
20 - 22 May 2012	Korea	To attend the 5th APEC Education Ministerial Meeting.	-	-  [hotel accommodation sponsored by the Korean Government in the amount of around \$12,300]	6,670	2,252	8,922
23-25 May 2012	Sichuan	To provide support to the Chief Secretary at high level meetings, site visits and ceremonies on the Sichuan School Reconstruction Projects.	-	-	2,684	11,002	13,686
28 Feb to 2 Mar 2013	Sichuan	To attend completion inspection meetings of two school reconstruction projects and to conduct inspection of four school reconstruction.	-	-	2,994	3,867	6,861
1 August 2013	Shenzhen	To pay a courtesy visit to Shenzhen Education Bureau.	-	N.A.	N.A.	2,328	2,328
28 April to 1 May 2014	USA	To attend the Going Global 2014 conference.	-	3,431	58,090	17,309	78,830

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by US(Ed) and official entourage from SED's Office (A)+(B)+(C)</b>
24 to 26 June 2014	Japan	To attend the 17th Organisation for Economic Co-operation and Development's/ Japan Seminar and conduct school visits.	-	-	6,830	10,246	17,076
27 September to 1 October 2014	Beijing	To lead the National Day Delegation from the Education Sector to participate in activities and exchange views with local officials.	-	- [hotel accommodation sponsored by Ministry of Education in the amount of around \$3,600]	5,246	5,375 [in-town transport sponsored by Ministry of Education in the amount of around \$1,000]	10,621
11 March 2015	Guangzhou	To attend the Guangdong-Hong Kong Cooperation Joint Conference 20th Working Meeting.	-	-	-	- [in-town transport in sponsored by Guangdong Provincial Government in the amount of around \$200]	0

Notes :

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).
- (2) Proper class of air passages was provided to participating officers concerned in accordance with the relevant Civil Service Regulations and guidelines which take into account ranking of their offices, flying time, flight schedule and details.
- (3) Includes subsistence allowance provided to participating officials and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided according to the existing Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling. We do not maintain separate accounts solely on meal expenses.

- End -

**CONTROLLING OFFICER'S REPLY****EDB002****(Question Serial No. 2025)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Will the Administration inform this Committee of:

- (a) its publicity measures for encouraging secondary students to pursue studies in Mainland universities over the past 3 years and in the next 3 years; the manpower and expenditure involved and to be involved; and
- (b) whether it will provide support measures to Hong Kong students already pursuing studies in the Mainland; if yes, the manpower, expenditure and specific measures involved; if no, the reasons for that?

Asked by: Hon CHAN Han-pan (Member Question No. 26)

Reply:

(a) To provide an alternative pathway for Hong Kong students to pursue further studies in the Mainland, the Ministry of Education (MoE) has implemented the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) since the 2012/13 academic year. Under the Admission Scheme, some Mainland higher education institutions will admit Hong Kong students based on their Hong Kong Diploma of Secondary Education (HKDSE) examination results, thus exempting students from taking the Mainland's Joint Entrance Examination. To help local secondary schools, students and parents understand better the details and arrangements of the Admission Scheme, the Education Bureau (EDB) and MoE jointly organised the Mainland Higher Education Expos in Hong Kong annually over the past four years (from 2011 to 2014) to inform teachers, students and parents of the particulars of the Admission Scheme and latest development on further studies in the Mainland.

At the Expos, Mainland institutions participating in the Admission Scheme set up exhibition booths and held talks to disseminate information on their institutions and disciplines, admission requirements, number of student places, tuition fees, etc. There were also thematic sharing sessions for representatives of the institutions to brief teachers, students and parents on the characteristics of individual specialised programmes and employment prospects of graduates. The Mainland Higher Education Expos attracted a large number of teachers, students and parents over the years. A total of 78 Mainland institutions participated in the 2014 Mainland Higher Education Expo held on 1 and 2 November last year, with a record number of nearly 9 000 visitors.

The actual expenditure involved in the organisation of the annual Mainland Higher Education Expos over the past three years is as follows –

Financial Year	Actual Expenditure (\$ million)
2012-13	2.43
2013-14	2.48
2014-15	2.54

As for the manpower and related expenditure involved in organising the Mainland Higher Education Expos, since EDB has been handling the work with existing resources, the manpower and related expenditure involved have been subsumed under the establishment and provision for the EDB. It is difficult to quantify them separately.

The expenditure for organising the Mainland Higher Education Expo in the next three years is estimated to be in the region of \$2.5 million to \$3 million annually. EDB will continue to handle the work with existing resources.

(b) The Government announced the launch of the Mainland University Study Subsidy Scheme (MUSSS) on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Admission Scheme. The MUSSS is not subject to any quota. Students who pass a means test will receive either a full-rate subsidy of HK\$15,000 or half-rate subsidy of HK\$7,500 per student per year, depending on their needs. The MUSSS will benefit three cohorts of students starting from the 2014/15 academic year (i.e. those entering the first year of undergraduate studies in the 2014/15, 2015/16 and 2016/17 academic years) and then its effectiveness will be reviewed.

We estimate that the total expenditure on the MUSSS will be \$114 million for three cohorts of students, including the creation of three additional time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) to cope with the additional workload arising from the implementation of the Scheme.

- End -



**CONTROLLING OFFICER'S REPLY****EDB003****(Question Serial No. 0193)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (001) Salaries

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

- a) What was the pay for the Secretary for Education, the Under Secretary and the Political Assistant respectively for each year from 1 July 2012 onwards? What were the respective numbers of paid leave days to which they were entitled and the respective numbers of paid leave days they took for each year?
- b) For 2015-16, what is the pay for the Secretary for Education, the Under Secretary and the Political Assistant respectively? What are the respective numbers of paid leave days to which they are entitled?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 1)

Reply:

- a) The salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education from 1 July 2012 onwards is as follows –

Salary (\$million)

	<b>2012-13</b> <i>(from 1 July 2012 to 31 March 2013)</i>	<b>2013-14</b>	<b>2014-15</b>
Secretary for Education	2.54	3.38	3.42
Under Secretary for Education	0.89*	2.20	2.22
Political Assistant to Secretary for Education	0.48*	1.18	1.20

\* The respective posts were vacant from 1 July 2012 to 4 November 2012.

Since assuming the positions in 2012, the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education were entitled to paid vacation leave of 22 working days per year of service or such proportion of it on a pro rata basis. They all took their vacation leave within their entitlement.

- b) The salaries of the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2015-16 are \$3.58 million, \$2.33 million and \$1.25 million respectively. They are entitled to paid vacation leave of 22 working days in the related leave cycle.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB004**

**(Question Serial No. 0194)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

a) From 1 July 2012 onwards, what was the number of duty visits outside Hong Kong made by the Secretary for Education? Please give the following information for each of his duty visits outside Hong Kong.

- (1) Date;
- (2) Destination;
- (3) Purpose and main itinerary;
- (4) Number of official entourage;
- (5) Number of non-official entourage;
- (6) Hotel accommodation and room class;
- (7) Airline and fare class of air ticket;
- (8) Effectiveness; and
- (9) Total expenditure incurred.

b) From 1 July 2012 onwards, what were the respective numbers of Legislative Council meetings, committee meetings, sub-committee meetings and other meetings the Secretary for Education had attended each year?

c) From 1 July 2012 onwards, what were the respective numbers of Legislative Council meetings, committee meetings, sub-committee meetings and other meetings the Under Secretary for Education had attended on behalf of the Secretary for Education each year due to his duty visits outside Hong Kong, absence on leave or other reasons?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 3)

Reply:

- (a) Information about duty visits outside Hong Kong made by Secretary for Education (SED) from 1 July 2012 onwards are at Annex.

Duty visits outside Hong Kong by the SED and his entourage are in strict compliance with the relevant Government requirements and have delivered results. Through in-depth exchanges with local education officers, academics and the education sector, the Bureau had gained better understanding of the good practices and valuable experience of other places, which had served as a useful source of reference when formulating major education policies, such as the 15-year free education, vocational education and e-learning, in recent years. On the other hand, SED had also showcased internationally Hong Kong's achievements in education, broadened and strengthened international ties and cooperation, and succeeded in bringing in some education experts to Hong Kong. For example, the SED's visit to Indonesia in December 2013 succeeded in restarting the process of formalising the cooperation agreement between the two places and his visit to Malaysia in January this year has led to the signing of a Memorandum of Understanding on education cooperation between the two places in March; the several visits in respect of 15-year free education enabled the Bureau to successfully invite overseas educational experts to attend an international forum on kindergarten education we organised. Duty visits to the Mainland also served to enhance cooperation in education. For example, SED's visits to Shenzhen had led to the signing of a cooperation agreement with the Shenzhen authorities under which the admission eligibility of the Scheme of Classes for Hong Kong Children was extended to cover children whose parents were both non-Hong Kong permanent residents so that these children could choose to pursue their studies in Shenzhen and hence relieve Hong Kong's pressure in handling cross-boundary students; SED's visits to Ningbo and Hangzhou contributed directly to the forming of several pairs of sister schools between the Mainland and Hong Kong. Moreover, in almost all his duty visits outside Hong Kong, SED had had extensive exchanges with and listened to the views of students from Hong Kong, which helped ensure that the Mainland University Study Subsidy Scheme and the Hong Kong Scholarship for Excellence Scheme launched last year best met the needs of the students.

- (b) The respective numbers of Legislative Council (LegCo) meetings, committee meetings and sub-committee meetings the Secretary for Education had attended since 1 July 2012 are tabulated as follows:

	<b>LegCo Year 2011-2012</b>	<b>LegCo Year 2012-2013</b>	<b>LegCo Year 2013-2014</b>	<b>LegCo Year 2014-2015 (as at 3 March 2015)</b>
LegCo meetings	0	29	19	11
Committee meetings	1	17	13	7
Sub-committee meetings	0	0	0	1

- (c) The Under Secretary for Education had attended 1, 1 and 3 LegCo meetings as Acting Secretary for Education in LegCo year 2012-2013, 2013-2014 and 2014-2015 (as at 3 March 2015) respectively, since his assuming the office on 5 November 2012.

**Details of Duty Visits outside Hong Kong made by  
Secretary for Education (SED) from 1 July 2012 up to 15 March 2015  
(as at 12 March 2015)**

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
16 to 17 July 2012	Beijing	To pay a courtesy call to the Ministry of Education.	2	Four-star	Dragonair  Economy class and business class	30,826
11 October 2012	Shenzhen	To attend an approving ceremony held by the Chinese University of Hong Kong (Shenzhen) and take a tour of the University of Hong Kong-Shenzhen Hospital.	1	N.A.	N.A.	3,400
27 to 30 January 2013	United Kingdom	To attend the annual Education World Forum upon invitation and deliver a speech sharing Hong Kong's experience in education and promote Hong Kong's role as a regional education hub. Attendees included dozens of education ministers from around the world.	2	Four-star	Cathay Pacific  Economy cum business class and business class	188,160
10 to 17 March 2013	Canada and USA	To promote the recognition of the New Academic Structure and the Hong Kong Diploma of Secondary Education, boost Hong Kong's role as a regional education hub, and study the policies and measures of kindergarten education in the USA and Canada.	2	Four-star	Cathay Pacific and Air Canada  Economy cum business class and business class	342,704
29 May to 1 June 2013	Korea	(a) To study kindergarten education with representatives from	2	Five-star	Cathay Pacific	44,048

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
		the Committee on Free Kindergarten Education; and (b) To study the use of information technology in education with representatives from the Hong Kong Education City.			Economy class	
25 to 26 June 2013	Singapore	To officiate at the International Student Seminar upon invitation and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over 300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials and organisations.	1	Five-star	Cathay Pacific and Singapore Airlines  Economy class and economy cum business class	32,179
8 July 2013	Shenzhen	To pay a courtesy call on and exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children.	2	N.A.	N.A.	3,124
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the same opportunity to study the use of information technology in education in Singapore.	2	Five-star	Cathay Pacific and Singapore Airlines  Economy class and business class	190,900
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to	2	Five-star	Dragonair, Air China and Cathay Pacific	77,769

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
		participate in activities and exchange views with local officials and organisations in Shanghai and Beijing; and to study the secondary schools history curriculum and vocational education in of both cities.			Economy class and business cum first class (equivalent to business class)	
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and pay courtesy calls on officials of the Department of Education of Guangdong Province and the Bureau of Education of Guangzhou Municipality to exchange views on higher education policy.	2	Five-star	N.A.	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters, promote Hong Kong's role as a regional education hub, and encourage cooperation and exchange on education matters between Hong Kong and member nations of ASEAN.	2	Five-star	Cathay Pacific  Economy class and business class	41,552
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual Education World Forum	2	Three-star	Cathay Pacific	200,464

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
		upon invitation. To introduce the achievements, latest developments and priorities of Hong Kong in education and to exchange views with other ministers on education policy and future developments in education (especially the application of information technology). Attendees included dozens of education ministers from around the world.			Economy cum business class and business class	
28 February to 2 March 2014	Shanghai	To attend the International Convention on Science of Learning upon invitation. To listen to and exchange with prominent learning scientists from around the world sharing their expertise in different aspects of education, including social influences on learning; language, bilingualism and multicultural learning; and technologies for learning purposes.	1	Five-star	Cathay Pacific and Dragonair  Economy class and business class	21,649
27 to 30 March 2014	New Zealand	To attend the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and teacher	1	Five-star	Cathay Pacific and Air New Zealand  Economy class and economy cum business class	64,325

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
		representatives from around the world.				
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries and learn more about the latest developments and good practices in the EU system, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education.	2	Four-star	Cathay Pacific, British Airways and Finnair  Economy cum business class and business class	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai. To let participants see for themselves the cultural heritage, latest developments, and challenges and opportunities on the Mainland through a series of visits and exchange activities.	2	Five-star	Cathay Pacific  Economy class and business class	43,079
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation	2	Five-star	Dragonair  Economy class and business class	25,339



<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
		documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places.				
21 August 2014	Shenzhen	To meet with the Director of the Shenzhen Municipal Education Bureau. To exchange views on education issues of mutual concern (including the issue of cross-boundary students) in order to deepen cooperation between Hong Kong and Shenzhen.	2	N.A.	N.A.	1,946
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools.	1	Four-star	Dragonair  Economy class and business class	15,774
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland to study their vocational education systems and good practices in promoting young persons' career development.	2	Five-star (Germany)  Four-star (Switzerland)	Cathay Pacific  Economy class and business class	175,456

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Class of hotel accommodation as indicated by the hotels</b> Note 1	<b>Airline and fare class of air ticket</b> Note 2	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> Note 3
5 to 7 December 2014	Nanjing	To lead a delegation of Hong Kong secondary school students studying Chinese History (with over 200 students and teachers) to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing. It is hoped that the on-site visit and expert analysis will enable student participants to look into the historical developments of the country from multiple perspectives.	2	Five-star	Dragonair  Economy class and business class	25,560
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote and strengthen Hong Kong's education relationship with Malaysia and Hong Kong's role as a regional education hub to Malaysian students.	1	Five-star	Malaysia Airlines  Economy class and business class	19,639
30 January 2015	Guangzhou and Shenzhen	To accompany the Chief Executive in meetings with Guangdong Party Secretary and Shenzhen Party Secretary.	-	N.A.	N.A.	125

Notes :

(1) Information on the room class is not available to the Bureau.

(2) Proper class of air passages was provided to participating officers concerned in accordance with the relevant Civil Service Regulations and guidelines which take into account ranking of their offices, flying time, flight schedule and details.

(3) The total expenditure includes expenses on accommodation and travelling, subsistence allowance for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and other incidental expenses related to the duty visits outside Hong Kong for the Secretary for Education and his entourage.

– End –

**CONTROLLING OFFICER'S REPLY****EDB005****(Question Serial No. 0196)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2014/15 school year.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 5)

Reply:

The respective number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2014/15 school year is as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	1	0	15	2	1	24
Wan Chai	1	0	13	1	1	15
Southern	0	1	18	1	1	24
Eastern	0	2	35	0	0	48
Yau Tsim Mong	0	0	15	0	1	23
Sham Shui Po	1	2	26	1	0	18
Kowloon City	0	2	46	0	2	48
Wong Tai Sin	0	1	23	0	0	25
Kwun Tong	0	0	35	0	0	38
Sai Kung	0	0	27	0	0	32
Sha Tin	0	1	35	0	0	41
Tai Po	0	0	19	0	0	16
North	0	0	28	0	1	19
Yuen Long	2	3	44	2	0	27
Tuen Mun	0	0	32	1	1	32
Tsuen Wan	0	3	19	1	1	21
Kwai Tsing	1	0	33	0	0	30
Islands	0	0	19	0	0	15

- End -

**CONTROLLING OFFICER'S REPLY****EDB006****(Question Serial No. 0197)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- a) What are the details of the idle sites which have currently been planned for educational purposes, including their locations, areas, the numbers of years for which they have been left idle, their planned uses and latest situations?
- b) What are the details of the existing vacant school premises, including their addresses, the numbers of classrooms and facilities available therein, their areas, original uses, the number of years for which they have been left vacant, their planned uses and latest situations?
- c) Has the Government drawn up specific work plans and timetables in respect of the planned uses of all sites for educational purposes and vacant school premises? If it has, what are the details? If not, will the Government draw up such plans and timetables shortly? If it will draw up such plans, what are the details? If not, what are the reasons for that?
- d) Had the Government and other bureaux asked the Education Bureau (EDB) to rezone idle sites planned for educational purposes to other uses in the past three years? If they had, please set out in table form the locations, areas, expected uses and development plans of such sites.
- e) Does the EDB have plans to strive for rezoning more idle sites earmarked for educational purposes in 2015/16? If it has, what are the details? If not, what are the reasons for that?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 6)

Reply:

(a) & (c) As at March 2015, there are a total of 18 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 18 reserved school sites by districts with their location, site area and planned use is set out in Table (1). Among them, funding approval for two has been obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2012-13 Legislative Council Session with the school building works already underway; three were approved in the current LegCo Session with the school building works expected to commence in the first quarter of 2015-16; while projects on another three sites would be submitted for funding approval from FC in the current LegCo Session. For the remaining 10 sites, two fall within a private development project while the rest are either being deployed for temporary use or with detailed design being undertaken for school building.

Table (1) – Reserved School Sites by District

No.	District	Location	Site Area (rounded to the nearest hundred m <sup>2</sup> )	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
3	Kowloon City	Kai Tak Development	8 000	Two Special Schools	12 each	(i)
4	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(iii)
5	Kowloon City	Kai Tak Development	7 700	Secondary School	30	(iii)
6	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
7	Kwun Tong	Anderson Road	7 200	Secondary School	30	(iii)
8	Kwun Tong	Anderson Road	6 400	Primary School	30	(iii)
9	Kwun Tong	Anderson Road	6 200	Primary School	30	(iii)
10	Hong Kong East	North Point	12 300 (Total)	Primary School	24	(ii)
11	Hong Kong East	North Point		Primary School	24	(ii)
12	North	Fanling	7 100	Primary School	36	(i)
13	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(iii)
14	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(ii)
15	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
16	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
17	Tuen Mun	Tuen Mun West	2 600	Special School	16	(iii)
18	Islands	Tung Chung	5 800	Special School	18	(iii)

## Remarks:

(i) Funding approval has been obtained from the Finance Committee of the Legislative Council for the school building project.

(ii) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2014-15 Legislative Council Session for the school building project.

(iii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.

(iv) The site falls within a private development project and is not regarded as Government land.

(b) & (c) As regards vacant school premises, a total of 88 public sector primary schools ceased operation in the school years from 2003/04 to 2014/15 for not meeting the minimum threshold number of Primary One students under the policy on “Consolidation of Under-utilized Primary Schools”. During the same period, 17 secondary schools ceased operation due to various reasons and three secondary schools merged with other schools. As at March 2015, among these 108 school premises that have become vacant, 48 of them have already been deployed or re-allocated for further educational use (please refer to Table (2) for details). As for the other 60 premises, 7 of them have been earmarked for further educational use (please refer to Table (3) for details) and action is underway to put these premises into operation in accordance with the earmarked use. The remaining 53 premises have been found not suitable for educational purpose (please refer to Table (4) for details) mainly due to their limited size and remote locations. EDB has informed the Planning

Department (PlanD) and returned these 53 premises to the relevant departments for consideration of alternative use in accordance with the prevailing established arrangement.

EDB has an established mechanism for handling vacant school premises. Once a vacant / to-be-vacant school premises is identified, we will consider if the size, location and physical conditions of the premises would render it suitable for re-allocation for school or other educational use. Since the vacant school premises are purpose-built buildings for school operation, in determining whether and how the vacant school premises suitable for school or other educational use should be earmarked, we would in general accord higher priority to school use, e.g. primary schools, secondary schools, special schools and international schools, before considering other educational use. Should EDB wish to deploy the vacant school premises for other educational use, this would need to compete with other departments' proposed uses.

In addition, we would take into account the conditions and location of the school premises, demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district and the need to provide diversity in the school system, with a view to meeting various educational needs in the territory and be in support of relevant policy initiatives. Besides, in view of the precious land resources involved and the various requests made by members of the community for early identification and disposal of vacant school premises to meet educational and other community needs, we have strengthened our existing mechanism by enhancing our liaison with various policy bureaux and departments concerned so as to facilitate early planning on the long term use of the vacant/ to-be-vacated school premises, thus enabling early deployment of the premises upon cessation of operation of the schools concerned.

Regarding the vacant school premises which have been earmarked for long-term use but would be available for interim short-term use, for the purpose of proper use of resources, EDB will follow the existing practice to regularly inform relevant government departments and invite them to consider the premises for short-term use.

As regards the premises that are not suitable for further school or other educational use, we would inform the PlanD and return these school premises to relevant departments (such as Lands Department) for their consideration on alternative use in accordance with the prevailing established arrangement.

**Table (2) – Information on 48 Vacant School Premises Re-deployed or Re-allocated for Further Educational Use (Position as at March 2015)**

*Note 1:* The site area of school premises is in general a rough estimate based on records available to the Education Bureau and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below.

*Note 2:* Respective school premises have been re-allocated for further educational use prior to cessation of school operation.

*(Secondary schools are denoted with \*)*

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational use
1	Kowloon City	2004/05	The Church of Christ in China Nim Tsi School *	170 Kau Pui Lung Road, Ma Tau Wai, Kowloon	2 137	CR : 18 SR : 8	2001 (Note 2)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational use
2	Kwai Tsing	2004/05	Po Leung Kuk Tsing Yi Secondary School (Skills Opportunity) *	8 Tsing Chin Street, Tsing Yi, New Territories	4 000	CR : 18 SR : 10	2001 (Note 2)
3	North	2004/05	Yan Chai Hospital No.5 Secondary School (Skills Opportunity) *	2 Wo Muk Road, Luen Wo Hui, Fanling, New Territories	4 500	CR : 18 SR : 11	2003 (Note 2)
4	Kwai Tsing	2005/06	Lok Sin Tong Lau Sai Yan Primary School	Estate School No.1, Lai King Estate, Kwai Chung, New Territories	3 900#	CR : 23 SR : 4	2006
5	Kowloon City	2006/07	Kowloon City District Kai Fong Welfare Association School	4 Ying Choi Path, Kowloon	1 246	CR : 6 SR : 4	2007
6	North	2006/07	Sha Tau Kok Government Secondary School *	Sha Tau Kok Road, Sha Tau Kok, New Territories	8 105	CR : 23 SR : 14	2008
7	Sham Shui Po	2006/07	Po On Commercial Association School	13 Tong Yam Street, Tai Hang Tung, Kowloon	1 207	CR : 12 SR : 4	2006
8	Sha Tin	2006/07	Hong Kong Municipal Service General Staff Association Sha Kok Primary School	Sha Kok Estate, Shatin, New Territories	5 217#	CR : 24 SR : 6	2009
9	Wan Chai	2006/07	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2 005	CR : 22 SR : 6	2006
10	Yau Tsim Mong	2006/07	Hong Kong Vernacular Normal Schools Alumni Association School	KIL 6719, Sai Yee Street, Mongkok, Kowloon	1 183	CR : 12 SR : 2	2011
11	North	2006/07	Fung Kai No. 2 Secondary School *	15 Jockey Club Road, Sheung Shui, New Territories	2 823	CR : 14	2013

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational use
12	Islands	2007/08	Caritas St Paul Secondary School *	CC Lot No 1139, Lung Tsai Tsuen and Peak Road, Cheung Chau, New Territories	6 224	CR : 13 SR : 12	2010
13	Eastern	2007/08	The Building Contractors' Association School	62 Tin Hau Temple Road, Causeway Bay, Hong Kong	6 505	CR : 16 SR : 5	2007
14	Sai Kung	2007/08	Hong Kong Taoist Association Tong Tang Sook Fong Memorial School	Estate Primary School No. 2, Phase II, Tsui Lam Estate, Area 5, Tseung Kwan O, New Territories	4 520#	CR : 21 SR : 8	2009
15	Sham Shui Po	2007/08	Kow Kong Commercial Association School	7 Pui Tak Street, Shamshuipo, Kowloon	1 300	CR : 11	2007
16	Sha Tin	2007/08	Ho Fai Primary School (Sponsored by Sik Sik Yuen)	Yiu On Estate, Ma On Shan, Shatin, New Territories	3 900#	CR : 24 SR : 6	2009
17	Southern	2007/08	Shue Yan Secondary School *	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552	CR : 25 SR : 16	2007
18	Wan Chai	2007/08	St. Margaret's College *	1E Shiu Fai Terrace, Stubbs Road, Wanchai, Hong Kong	2 974	CR : 24 SR : 15	2008
19	Kowloon City	2007/08	Hung Hom Kaifong Association Primary School	16 Station Lane, Kowloon	418	CR : 6 SR : 6	2013
20	Kwun Tong	2007/08	Five Districts Business Welfare Association Yan Kow School	Estate School No. 2, Ping Shek Estate, Kwun Tong, Kowloon	3 122#	CR : 24 SR : 5	2014
21	Islands	2008/09	Shun Tak Public School Cheung Chau	2 School Road, Cheung Chau, New Territories	857	CR : 4 SR : 2	2008



No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational use
22	Kowloon City	2008/09	The Society of Natives of Chaolian Cheung Chuk Shan Memorial School	22 Sheung Heung Road, Tokwawan, Kowloon	1 158	CR : 8 SR : 7	2012
23	Kwun Tong	2008/09	Grantham College of Education Past Students' Association Kwun Tong Primary School	Estate Primary School No. 1, Shun On Estate, Kwun Tong, Kowloon	3 232#	CR : 23 SR : 7	2014
24	Sai Kung	2008/09	Grantham College of Education Past Students' Association Tseung Kwan O Primary School	Estate Primary School 1, Tsui Lam Estate, Phase II, Tseung Kwan O, Area 5, New Territories	4 520#	CR : 24 SR : 12	2008
25	Sai Kung	2008/09	Hang Hou Central Shing Hang Fong Memorial Primary School	1 King Yin Lane, Tseung Kwan O, New Territories	3 534	CR : 24 SR : 8	2012
26	Sai Kung	2008/09	Sam Yuk Middle School *	1111 Clear Water Bay Road, Sai Kung, New Territories	41 300	CR : 26 SR : 11	2010
27	Sha Tin	2008/09	Tung Wah Group of Hospitals Tam Shiu Primary School	Mei Lam Estate, Shatin, New Territories	3 900#	CR : 24 SR : 7	2008
28	Sha Tin	2008/09	Po Leung Kuk Wong Clan Association Primary School	Estate School No.3, Wo Che Estate, Shatin, New Territories	3 626#	CR : 21 SR : 2	2008
29	Sha Tin	2008/09	Caritas Shatin Marden Foundation Secondary School *	18-24 Man Lai Road, Shatin, New Territories	5 007	CR : 24 SR : 16	2009
30	Southern	2008/09	Kwong Yuet Tong Excel Foundation Primary School	3 Wah Lam Path, Wah Fu Estate, Pokfulam, Hong Kong	2 442	CR : 21 SR : 13	2008

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational use
31	Yau Tsim Mong	2008/09	Hong Kong Weaving Mills Association Primary School	189 Prince Edward Road, Mongkok, Kowloon	944	CR : 12 SR : 5	2008
32	Kowloon City	2008/09	Poo Ai Catholic Primary School	5 Dyer Avenue, Hunghom, Kowloon	1 748	CR : 18 SR : 4	2012
33	Southern	2008/09	Hong Kong Cheng's Clansmen General Association Cheng Jack Yiu School	Ma Hang Village Phase III, Stanley, Hong Kong	4 860#	CR : 30 SR : 6	2013
34	Kowloon City	2009/10	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2 600	CR : 24 SR : 8	2010
35	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School *	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung, New Territories	8 333	CR : 23 SR : 14	2010
36	Kwai Tsing	2009/10	Ha Kwai Chung Government Secondary School *	85 Hing Shing Road, Ha Kwai Chung, New Territories	4 715	CR : 22 SR : 16	2008 (Note 2)
37	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A, Shatin, New Territories	5 217#	CR : 23 SR : 12	2011
38	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate, Shatin, New Territories	4 006#	CR : 23 SR : 13	2011
39	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen, Shatin, New Territories	3 000#	CR : 24 SR : 12	2009
40	Sha Tin	2009/10	Five Districts Business Welfare Association Mrs Fung Ping Shan Primary School	2 On Shing Street, Ma On Shan, Shatin, New Territories	5 484	CR : 30 SR : 10	2013
41	Yau Tsim Mong	2010/11	Sheng Kung Hui All Saints' Primary School	11 Pak Po Street, Mongkok, Kowloon	1 100	CR : 9 SR : 1	2010

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational use
42	Tuen Mun	2010/11	Buddhist Lau Tin Sang Primary School	Estate School No.3, Tai Hing Estate Phase 1, Tuen Mun, New Territories	3 433#	CR : 23 SR : 9	2012
43	Eastern	2011/12	Tung Wah Group of Hospitals Lee Chi Hung Memorial Primary School (Chai Wan)	Estate Primary School, Siu Sai Wan Estate Phase II, Chai Wan	4 231#	CR : 24 SR : 7	2011
44	Southern	2011/12	St. Teresa's School	G/F and New Annex, 1 Tung Tau Wan Road, Stanley, Hong Kong	1 951	CR : 6 SR : 2	2014
45	Tai Po	2011/12	Buddhist Tai Kwong Middle School *	178 Kam Shan, Tai Po, New Territories	3 117	CR : 29 SR : 11	2014
46	Kowloon City	2012/13	New Method College *	25 Man Fuk Road, Kowloon	2 270	CR : 30 SR : 15	2012
47	Sha Tin	2012/13	Sung Lan Middle School *	Mei Lam Estate, Shatin, New Territories	2 450#	CR : 28 SR : 13	2014
48	Yuen Long	2012/13	The Church of Christ in China Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai, New Territories	3 050 #	CR : 30 SR : 14	2014

**Table (3) – Information on 7 Vacant School Premises Earmarked for Further Educational Use (Position as at March 2015)**

**Note :** The site area of school premises is in general a rough estimate based on records available to the Education Bureau and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below.

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note)	School Facilities (No. of classroom (CR) and special room (SR))	Earmarked Use
1	Islands	2006/07	Cheung Chau Public School	School Road, Cheung Chau, New Territories	5 756	CR : 7 SR : 5	School Use
2	Sham Shui Po	2007/08	Sam Shui Natives Association Tong Yun Kai School	19 Wai Chi Street, Kowloon	1 150	CR : 12 SR : 5	Other educational Use
3	Eastern	2010/11	Chai Wan Star of The Sea Catholic Primary School	Estate School No. 2, Hing Wah Estate (Stage II), Chai Wan, Hong Kong	4 317#	CR : 24 SR : 8	Decanting Use
4	Tseun Wan	2010/11	Tsuen Wan Lutheran School	Cheung Shan Estate, Tsuen Wan, New Territories	3 584#	CR : 24 SR : 8	School Use
5	Tuen Mun	2010/11	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Estate Primary School, Sam Shing Estate, Tuen Mun, New Territories	5 255#	CR : 23 SR : 10	School Use
6	Tai Po	2012/13	Buddhist Hui Yuan College (Sponsored by Hong Kong Buddhist Sangha Association) *	6 Ma Chung Road, Tai Po, New Territories	5 770	CR : 29 SR : 22	School Use
7	Southern	2013/14	Apleichau St.Peter's Catholic Primary School	Estate Primary School Ap Lei Chau (Site A) Phase I, Hong Kong	3 348#	CR : 25 SR : 8	School Use

Table (4) – Information on 53 Vacant School Premises Returned <sup>Note 1</sup> to the Government for Disposal (Position as at March 2015)

Note 1 : Return of the vacant school premises means that the Education Bureau has decided that the vacant school premises are not suitable for further school or other educational use and has informed the Planning Department and other relevant departments to consider alternative use in accordance with the prevailing applicable arrangement. Some school premises remain in possession of the private lot owners. Some school premises have been re-allocated for alternative use after cessation of school operation.

Note 2: Information on the site area is provided by the Planning Department after reviewing information on related sites. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below.

Note 3: Relevant information is updated to the position as at March 2015.

@ - School premises under consideration/application or available for other use as at the above temporal position.

\* - School premises let out to non-profit making organisations or allocated to other bureau/department for other use as at the above temporal position.

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
1	North	2004/05	Lung Kai Public School	Ma Cho Lung Village, Sheung Shui, New Territories	2 647	CR : 3	Lands Department @
2	Sai Kung	2004/05	Leung Shuen Bay School	Leung Shuen Bay, Sai Kung, New Territories	1 913	CR : 2	Lands Department @
3	Tai Po	2004/05	Lam Tsuen Public School	Lam Tsuen, Tai Po, New Territories	1 315	CR : 6	Partly private land owner, partly Lands Department * (let out for use as a public open square)
4	Tai Po	2004/05	Tai Hang Public School	Chung Sum Wai, Char Hang, Tai Po, New Territories	1 663	CR : 4	Private land owner
5	Tai Po	2004/05	Yuk Yin School (Tai Po)	Kau Lung Hang Village, Tai Po, New Territories	1 411	CR : 5	Partly private land owner, partly Lands Department @
6	Islands	2005/06	Lo So Shing School	Lo So Shing Village, Lamma Island, New Territories	706	CR : 2	Lands Department @
7	North	2005/06	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	2 200	CR : 4	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
8	North	2005/06	Sheung Shui Shek Wu Hui Fertilizers & Rice Dealers Association Public School	Ng Uk Village, Sheung Shui, New Territories	5 932	CR : 7 SR : 1	Lands Department * (allocated to the Food & Health Bureau for health centre and/or outpatient clinic use)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
9	Tuen Mun	2005/06	Tai Lam Chung Public School	16 Miles Castle Peak Road, New Territories	1 854	CR : 6	Lands Department @
10	Yuen Long	2005/06	Ng Wo Public Primary School	Tai Wai Village, Shap Pat Heung, Yuen Long, New Territories	1 102	CR : 6	Partly private land owner, partly Lands Department * (let out for community and recreation centre use)
11	Yuen Long	2005/06	Ha Tsuen Heung Pak Nai Public School	Ha Tsuen Heung, Pak Nai, New Territories	1 600	CR : 3	Lands Department @
12	Yuen Long	2005/06	Chi Ching School	Fraser Village, Tai Tong Road, New Territories	370	CR : 3	Lands Department * (let out for temporary club and office use)
13	Islands	2006/07	Peng Chau Chi Yan Public School	9 Chi Yan Lane, Peng Chau, New Territories	1 752 (Northern Part) 1 681 (Southern Part)	CR : 5 SR : 1	Southern Part : private land owner, Northern Part: sold by Lands Department for residential use.
14	Kwai Tsing	2006/07	The Hong Kong Sze Yap Commercial & Industrial Association Chan Lai So Chun Memorial School	Estate School No.1, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	CR : 24 SR : 7	Housing Department (Demolished)
15	Kwai Tsing	2006/07	Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School	Estate School No.3, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	CR : 22 SR : 3	Housing Department * (let to the Association of Hong Kong Flag-guards Limited)
16	North	2006/07	Ku Tung Public Oi Wah School	Ku Tung, Ho Sheung Heung Road, Sheung Shui, New Territories	4 146	CR : 8 SR : 2	Private land owner (land surrender being explored with a view to deploying it for educational use)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
17	North	2006/07	Kwan Ah School	Tam Shui Hang Village, Sha Tau Kok, New Territories	878	CR : 5	Lands Department @
18	North	2006/07	Ping Yeung Public School	Ping Yeung Village, Ta Ku Ling, New Territories	16 138	CR : 8 SR : 2	Lands Department @
19	North	2006/07	Sam Wo Public School	Tsung Chai Ling, Muk Wu Tsuen, Ta Ku Ling, New Territories	2 471	CR : 6	Lands Department @
20	North	2006/07	Wah Shan Public School	Wah Shan Village, Sheung Shui, New Territories	13 585	CR : 6	Lands Department @
21	Tai Po	2006/07	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	5 158#	CR : 24 SR : 6	Housing Department
22	Tuen Mun	2006/07	Kiu Saw Public School	Chung Uk Tsuen, Tuen Mun, New Territories	2 427	CR : 9 SR : 2	Partly private land owner, partly Lands Department @
23	Tuen Mun	2006/07	Lam Tei Gospel School	21.5 Milestone, Lam Tei, Tuen Mun, New Territories	3 173	CR : 5 SR : 4	Partly private land owner, partly Lands Department @
24	Tuen Mun	2006/07	Tuen Mun School	254 Tuen Tse Wai, Tuen Mun, New Territories	4 458	CR : 8 SR : 1	Lands Department @
25	Yuen Long	2006/07	Koon Ying School	Mai Po Village, San Tin, Yuen Long, New Territories	969	CR : 5	Lands Department @
26	Yuen Long	2006/07	Wang Chau Public Primary School	Wang Chau Village, Yuen Long, New Territories	1 536	CR : 6	Partly private land owner, partly Lands Department @
27	Yuen Long	2006/07	Wing On School	Tai Shu Ha West Road, Yuen Long, New Territories	3 566	CR : 10 SR : 1	Lands Department @
28	Yuen Long	2006/07	Shung Ching School	Shung Ching San Tsuen, Yuen Long, New Territories	6 297	CR : 7 SR : 4	Partly private land owner, partly Lands Department @
29	Yuen Long	2006/07	Shung Tak Catholic Primary School	Nam Pin Wai, Yuen Long, New Territories	410	CR : 5 SR : 1	Private land owner

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
30	Yuen Long	2006/07	Wa Fung School	Lam Hau Ling, Yuen Long, New Territories	3 067	CR : 5 SR : 3	Lands Department @
31	Yuen Long	2006/07	Yau Tam Mei Primary School	Yau Tam Mei Village, Yuen Long, New Territories	2 720	CR : 6 SR : 2	Lands Department @
32	Yuen Long	2006/07	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	419	CR : 6 SR : 1	Lands Department
33	Islands	2007/08	NTHYK Southern District Secondary School *	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	6 950	CR : 23 SR : 11	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
34	North	2007/08	Tsung Him School	Shung Him Tong Village, Fanling, New Territories	7 768	CR : 12 SR : 2	Private land owner
35	Sai Kung	2007/08	Sai Kung Central Primary School	Ho Chung, Sai Kung, New Territories	3 897	CR : 12 SR : 6	Government Property Agency * (The building is occupied by government departments for temporary use, and a government department is making arrangements for taking over the site for its long term proposal.)
36	Tai Po	2007/08	Sung Tak School	9-11, Shung Tak Street Tai Po, Tai Po Market, New Territories	386	CR : 9 SR : 6	Lands Department * (allocated to Housing Department for temporary reprovisioning of a Rural Committee Office)
37	Tsuen Wan	2007/08	Kwai Chung Public School	570 Castle Peak Road, Kwai Chung, New Territories	7 970	CR : 8 SR : 4	Lands Department @



No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
38	Yuen Long	2007/08	Hoi Ming School	Fung Hing Li (San Wai), Yuen Long, New Territories	1 959	CR : 4 SR : 3	Private land owner
39	Yuen Long	2007/08	Wai Kwan Primary School	Tong Yan San Tsuen, Ping Shan, Yuen Long, New Territories	3 766	CR : 7 SR : 5	Partly private land owner, partly Lands Department @
40	Yuen Long	2007/08	Ying Yin Catholic Primary School	Tan Kwai Tsuen, Hung Shui Kiu, Yuen Long, New Territories	3 091	CR : 7 SR : 2	Lands Department @
41	Kwai Tsing	2008/09	Tsing Yi Public School (Cheung Hong)	Estate Primary School No. 3, Cheung Hong Estate Area 4, Tsing Yi, New Territories	5 010#	CR : 23 SR : 6	Housing Department * (The premises has already been leased to Occupational Safety and Health Council)
42	Kwun Tong	2008/09	Hoi Bun School	45 Hoi Pong Road Central, Lei Yue Mun, Kowloon	390	CR : 6	Lands Department * (allocated to the Home Affairs Department for community use)
43	North	2008/09	King Sau School	Lin Ma Hang, Ta Ku Ling, New Territories	878	CR : 6 SR : 1	Lands Department @
44	Wan Chai	2008/09	Hong Kong Sam Yuk Secondary School *	17A Ventris Road, Happy Valley, Hong Kong	2 660	CR : 15 SR : 9	Private land owner.
45	Wong Tai Sin	2008/09	Chi Tak Public School	9 Tung Lung Road, Kowloon City, Kowloon	2 007	CR : 11 SR : 3	Private land owner
46	Yuen Long	2008/09	Luen Kwong Public School	Tai Tong Road, Yuen Long, New Territories	3 343	CR : 8 SR : 5	Lands Department * (let out for use as an activity centre)
47	Yuen Long	2008/09	Yuen Kong Public School	Yuen Kong Tsuen, Pat Heung, Yuen Long, New Territories	1 499	CR : 6 SR : 1	Lands Department * (let out for use as temporary training centre for construction industry and ancillary offices)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
48	Eastern	2009/10	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Estate School No. 1, Yue Wan Estate, Chai Wan, Hong Kong	3 540#	CR : 20 SR : 7	Housing Department
49	Islands	2009/10	Cheung Chau Fisheries Joint Association Public School	Tung Wan Road, Cheung Chau, New Territories	947	CR : 7 SR : 2	Private land owner
50	Sha Tin	2009/10	Sir Ellis Kadoorie Secondary School (Shatin) *	Area 92 Yiu On Estate, Ma On Shan, Shatin, New Territories	7 356#	CR : 23 SR : 11	Housing Department * (The premises has already been leased to Vocational Training Council)
51	Tai Po	2010/11	The Church of Christ in China Kei Ching Primary School	Fu Shin Estate, Tai Po, New Territories	4 850#	CR : 29 SR : 7	Housing Department (SWD proposed to convert the premises into a welfare complex; works are underway)
52	Wong Tai Sin	2010/11	S.K.H. Kei Sum Primary School	Fu Shan Estate, Po Kong Village Road, Kowloon	3 530#	CR : 24 SR : 4	Housing Department (The premises will be demolished for the construction of Public Rental Housing)
53	Tai Po	2014/15	Tai Po Government Secondary School	12 On Pong Road, Tai Po, New Territories	9 829 (including Tai Po Civic Centre)	CR : 24 SR : 12	Possession with the Education Bureau pending handover of the premises to Home Affairs Department for converting into an Arts Development Centre.

(d) & (e) Under the established mechanism, PlanD will reserve sites for school development when preparing town plans and planning large-scale residential developments having regard to the planned population intake and on the basis of the needs for community services in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines. In the process, EDB will be consulted on whether school sites

should be reserved. As far as long-term planning in primary and secondary education is concerned, EDB will make reference to the school-age population projections, which are compiled based on the population projections updated regularly by the Census and Statistics Department<sup>Note 1</sup>, and take into account the actual number of existing students at various levels and cross-boundary students<sup>Note 2</sup> as well as the latest demographic changes, including the number of newly-arrived children from the Mainland, in estimating the future demand for school places and relevant resources. When planning the School Building Programme for reserved school sites, EDB will consider the latest projections, the prevailing educational initiatives, other factors that may affect the demand for school places in certain districts and different options to increase the supply of places (e.g. utilizing vacant classrooms in existing schools) in particular districts. We will consider if there is a long-term need to identify reserved school sites to meet the projected demand<sup>Note 3</sup> and relevant educational initiatives, and liaise with PlanD accordingly when such need arises. We will also consider the projected demand for school places in the district in the medium and the longer term, the technical feasibility of developing the site and the likelihood of acquiring alternative school sites in the district, etc., before we decide to retain or release a particular reserved school site so as to facilitate better utilization of valuable land resources. For example, the ex-reserved secondary school site at Choi Hing Road, Kwun Tong has been released to PlanD for alternative use following the earlier review of the School Building Programme in 2011. PlanD has already identified a replacement site for school development for meeting future educational needs.

As regards the publicly-funded post-secondary education sector, the Government and the University Grants Committee (UGC) are committed to supporting the development of publicly-funded teaching facilities and student hostels by UGC-funded institutions in accordance with the established policies and calculation criteria. To ensure optimal use of limited land resources, the Government and the UGC encourage the UGC-funded institutions to identify suitable sites within campus or consider the conversion or expansion of existing campus structures so as to make the best use of campus land. Where necessary, we will also identify suitable government land outside the campus for the UGC-funded institutions to meet their development needs under the prevailing policies and calculation criteria.

As for the self-financing post-secondary education sector, the Government has been actively identifying suitable sites and vacant government premises (including vacant school premises) to facilitate the operation of quality self-financing locally-accredited post-secondary programmes by non-profit-making institutions. Subject to the demand of the self-financing post-secondary education sector, the Government will identify suitable sites/premises for campus development of the institutions concerned.

Note 1 : The latest set of population projections (i.e. 2011-based Population Projections) was released in July 2012, which had adopted the results of the 2011 Population Census and latest assumptions on fertility of local women, time and rate of return of over 180 000 babies born to Mainland women in Hong Kong whose fathers are non-permanent residents of Hong Kong (i.e. Type II babies) during 2006 to 2012, and children admitted under One-way Permits. It is worth noting that the actual number of Type II babies who would settle in Hong Kong and if so, when, is subject to high uncertainty and that should they settle and live in Hong Kong, their demand on school places in individual districts is even more difficult to predict.

Note 2 : Cross-boundary students (CBS) are not counted as part of Hong Kong resident population. Their numbers and choice of the boundary control points through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their place of residence, and adjustment of related policies, etc. Therefore, it is not plausible to accurately project the overall number of CBS and their geographical distribution.

Note 3 : If it is established that there is a need for more public sector school places in individual district, we will, as a general rule, first consider providing additional classrooms within the existing school premises and recycling suitable vacant school premises for school use. We will implement school building projects to increase the supply when the above measures are unable to meet the expected and sustainable demand. Flexible measures such as converting other rooms into classrooms, borrowing school places from other school nets etc. will be adopted if the demand is believed to be temporary in nature.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB007**

**(Question Serial No. 0198)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (5) Other Education Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

- (a) Please provide the amount of expenditure respectively in providing assistance towards rent, rates and government rent for eligible non-profit-making kindergartens in the 18 districts in the past 3 years. (Please give a breakdown by District Council district)
- (b) What is the yearly breakdown of the numbers of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens and the numbers of applications approved from 2010/11 to 2014/15 school years? What is the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)?
- (c) What is the estimated expenditure for the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2015/16 school year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 7)

Reply:

- (a) The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making (NPM) kindergartens (KGs) in 2011-12, 2012-13 and 2013-14 by District Council district is tabulated at Appendix 1.
- (b) The number of applications and approvals granted to NPM KGs for rent reimbursement and their respective percentage share among local KGs and KGs under the PEVS from the 2010/11 to 2014/15 school years are tabulated at Appendix 2.
- (c) The estimated expenditure on reimbursement of rent for NPM KGs in 2015-16 is \$214.4 million.

**Expenditure on reimbursement of rent, government rent and rates for  
eligible non-profit making kindergartens in the 18 districts  
in 2011-12, 2012-13 and 2013-14**

Financial Year  District	2011-12		2012-13		2013-14	
	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates
	(\$)		(\$)		(\$)	
CW	2,848,873	1,006,878	2,773,666	1,200,774	3,473,324	1,424,248
WCH	2,083,292	1,258,183	2,316,628	1,329,517	2,861,480	1,691,372
HKE	9,463,284	2,614,132	8,899,830	2,809,307	9,197,784	3,474,325
SOU	3,693,569	1,687,882	3,604,241	1,837,179	4,155,215	2,055,726
SSP	9,731,948	1,460,098	9,781,553	1,429,621	10,580,407	1,701,880
YTM	1,759,298	614,520	1,846,611	608,810	1,803,893	793,730
KC	4,288,267	2,064,475	4,603,303	2,055,863	4,877,240	2,844,859
WTS	12,005,672	2,442,120	12,506,842	2,402,213	12,979,390	2,817,940
KT	13,893,208	2,886,759	14,733,230	3,117,300	15,170,071	3,740,131
TW	5,718,378	1,023,702	5,875,015	1,084,596	6,540,477	1,241,762
TM	17,093,089	1,860,361	17,938,998	1,865,584	19,074,644	2,231,528
YL	15,734,243	1,967,199	15,430,351	2,022,884	16,269,043	2,382,114
N	9,294,754	1,210,148	9,672,121	1,146,443	9,996,034	1,628,334
TP	11,799,854	1,041,815	12,733,494	998,203	13,170,071	1,590,685
ST	17,860,236	2,071,062	18,700,571	2,076,860	19,059,724	2,662,723
SK	13,412,806	1,546,307	13,802,106	1,588,190	14,474,010	2,025,025
ISL	4,458,840	563,271	4,005,303	601,067	3,962,568	759,073
KWT	13,301,771	1,575,634	13,460,752	1,589,724	14,117,577	1,935,799

**Number of applications and approvals granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage share among local KGs and KGs under the PEVS from the 2010/11 to 2014/15 school years**

School year	2010/11	2011/12	2012/13	2013/14	2014/15*
No. of local KGs	865	856	861	869	874
No. of KGs joining the PEVS	757	751	735	724	724
No. of applications	2	6	7	8	5 <sup>#</sup>
Percentage shares among local KGs	0.2%	0.7%	0.8%	0.9%	0.6%
Percentage shares among KGs joining the PEVS	0.3%	0.8%	1.0%	1.1%	0.7%
No. of approvals granted	0	0	0	2	1
Percentage shares among local KGs	Not applicable	Not applicable	Not applicable	0.2%	0.1%
Percentage shares among KGs joining the PEVS KGs	Not applicable	Not applicable	Not applicable	0.3%	0.1%

\* Position as of February 2015.

# Two of the five applications are still being processed.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB008**

**(Question Serial No. 0199)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

- (a) Since the establishment of the Committee on Free Kindergarten Education and its five sub-committees, how many meetings have been held and what are members' attendance rates in each of the meeting?
- (b) What are the details of the work and expenditures of the Committee on Free Kindergarten Education and its five sub-committees in 2014-15?
- (c) What are the detailed action plan and estimated expenditures of the Committee on Free Kindergarten Education in 2015-16? Does the plan include conducting a public consultation before the submission of the final report?
- (d) The Committee on Free Kindergarten Education will submit the final report in 2015. Will the Committee continue to operate after submitting the report? If it will, what are the detailed action plan and estimated expenditures?
- (e) The Bureau states that it will "consider the recommendations to be made by the Committee on Free Kindergarten Education and take follow-up action as appropriate". What are the details and estimated expenditures?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 8)

Reply:

(a)

As of end February 2015, the Committee on Free Kindergarten Education (the Committee) and its five sub-committees have held 60 meetings in total. The overall average attendance rate is 80%.

(b) – (e)

Since their establishment, the Committee and its sub-committees have conducted studies on various issues relating to free kindergarten (KG) education, including the objectives of KG education, professional development and training of KG principals and teachers, needs of KGs of different operation modes such as manpower requirements, staff salary and career ladder, premises-related issues, funding mode, student diversity, monitoring and governance framework, home-school cooperation, etc.

As an integral part of their work, the Committee and the sub-committees have also maintained communication with various stakeholders to keep them informed of their progress and gauge their views from time to time. In this connection, the Committee conducted another round of focus group meetings in

September and October 2014. The Chairman and/or Vice-chairman of the Committee have also met with school heads associations in different districts, various political parties, Federations of Parent-Teacher Associations, different concern groups, etc. to exchange views on major related issues. The Chairman has also attended media interviews to share the initial views of the Committee. For the purpose of updating the public of the progress of work of the Committee, two video clips (one lasting for two minutes and another six minutes) were produced in September 2014 and released through various public channels, including bus TV-system, online advertising platforms and are available for public access on the Education Bureau (EDB) website and other government websites.

With a view to collecting more comprehensive information and making recommendations for consideration of the Committee, three consultancy studies have been commissioned to examine KG human resources requirements and remuneration, accommodation and rental issues. We have also created six additional non-directorate posts on a time-limited basis and redeployed resources from within EDB's existing provision to support the work of the Committee.

The total expenditure incurred for the video clips, consultancy studies and the six non-directorate posts in 2014-15 is \$7.74 million.

The Committee will submit its report to EDB in mid-2015 and will brief the KG sector and other stakeholder groups as well as the public on its recommendations through different channels. It is envisaged that there would be no other tasks to be undertaken by the Committee after that, and hence there is no estimated expenditure for 2015-16.

Upon receipt of its report, EDB will examine the recommendations of the Committee, formulate the policy and specific measures as well as estimate the resources and arrangements required for the implementation of free KG education in practicable ways, taking into account further views obtained in the above-mentioned briefing sessions and through various channels prior to the formulation of the policy. EDB will endeavour to strike a reasonable balance among factors such as the Government's financial commitment, parents' choice and financial capacity as well as the sustainable and quality development of the KG sector. We are not yet in a position to assess the financial implications of taking forward where appropriate the recommendations of the Committee on practicable ways to implement free KG education since we have yet to receive the Committee's report.

- End -



**CONTROLLING OFFICER'S REPLY****EDB009****(Question Serial No. 0200)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- a) Over the past five years, how many post-secondary, secondary and primary school students had received subsidies respectively to join the Mainland exchange? What are the details and expenditure involved?
- b) In 2015/16, according to the Government's estimation, how many post-secondary, secondary and primary school students will be subsidised by the Government respectively to join the Mainland exchange? What are the details and the estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 9)

Reply:

- a) The number of post-secondary, secondary and primary school students who had received subsidies to join the Mainland exchange programmes over the past five years (2010-11, 2011-12, 2012-13, 2013-14 and 2014-15) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2010-11	-	22 000	16 500	-	36.0	12.4
2011-12	1 200	19 700	19 900	3.7	33.1	13.6
2012-13	5 900	12 800	7 400	17.8	27.8	4.5
2013-14 <sup>#</sup>	7 100	26 200	16 700	21.4	30.6	10.6
2014-15 <sup>+</sup>	4 500	29 100	17 300	13.8	34.9	11.7

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

<sup>+</sup> Provisional figures

- b) The estimated number of places to be offered for post-secondary, secondary and primary school students to join Mainland exchange programmes in 2015-16 and the estimated expenditure are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Estimated expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2015-16	5 000	46 300	24 100	15.2	66.1	17.6

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB010**

**(Question Serial No. 0202)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

- a) How many Direct Subsidy Scheme (DSS) schools are operating in leased premises in Hong Kong? What are their term of tenancy, rental and names of landlord?
- b) Will the Bureau consider helping the schools in question search for permanent campuses so that the schools can continue to operate in a stable manner rather than being required to be relocated or cease operation due to rental issues. If yes, what are the specific work plan and estimated expenditure? If not, what are the reasons?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 12)

Reply:

- a) One school under the Direct Subsidy Scheme is currently renting private premises for operation. The Education Bureau considers it not appropriate to disclose the details of the tenancy agreement without prior approval of the parties concerned.
- b) Government school premises have all along been allocated in an open and objective manner based on the relative merits of the applicants and their proposed school plans. Should the school like to identify a permanent campus sponsored by the government to continue its operation, it may consider applying for suitable premises through the School Allocation Exercise (SAE) launched from time to time. When an SAE is launched, the Education Bureau will make an announcement on the website as well as through press release. Interested school sponsoring bodies may, having regard to the specific circumstance and development plan of their schools, apply in light of the requirements of each SAE.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB011**

**(Question Serial No. 3199)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) In 2014-15, did the Government conduct any review on the tuition fees charged by universities? If so, what were the details and results of the review? What was the expenditure involved?
- b) In 2015-16, will the Government conduct any review on the tuition fees charged by universities? If so, what are the specific plans, schedules and related expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 600)

Reply:

The indicative tuition fee level for local students of University Grants Committee (UGC)-funded programmes has been maintained at the current level since the 1997/98 academic year. The indicative tuition fee level for local students will continue to be maintained in the 2014/15 and 2015/16 academic years. The Government and the UGC will take into account the experience of implementing the New Academic Structure in the 2012/13 to 2014/15 triennium before embarking on any review of the tuition fee level.

- End -

**CONTROLLING OFFICER'S REPLY****EDB012****(Question Serial No. 1607)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the facilities at land-based boundary control points for cross-boundary students:

1. Please use the table below to illustrate the daily usage of various land-based boundary control points by cross-boundary students and school buses in the past two years and the expected situation this year.

Control Point	Year	No. of Cross-boundary Students	No. of Cross-boundary School Buses
	2015/16		
	2014/15		
	2013/14		
	2015/16		
	2014/15		
	2013/14		

2. To address the increasing number of cross-boundary students using control points daily in recent years, what is being done and will be done by the government to upgrade or improve related facilities? What are the respective provisions involved?

Asked by: Hon CHAN Kam-lam (Member Question No. 3)

Reply:

1. The number of cross-boundary students (CBS) and local / cross-boundary school coaches using various land-based boundary control points in the 2013/14 and 2014/15 school years is provided in the following table:

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Shenzhen Bay Control Point (SZB CP)	2014/15	6 737	116
	2013/14	5 202	102
Lok Ma Chau Control Point (LMC CP)	2014/15	1 062	19
	2013/14	774	17

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Man Kam To Control Point (MKT CP)	2014/15	1 397	26
	2013/14	1 028	13
Sha Tau Kok Control Point (STK CP)	2014/15	1 288	9
	2013/14	1 124	8
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2014/15	9 021	46
	2013/14	7 785	44
Lo Wu Control Point (LW CP)	2014/15	5 485	34
	2013/14	4 958	34

- Notes: (1) Figures refer to the position as at September of the respective school years.
- (2) Figures on cross-boundary students are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.
- (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.

The Education Bureau (EDB) collects information on the number of CBS attending kindergartens, primary schools and secondary schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts in September each year, after the commencement of a new academic year. Hence, we are not able to provide the figures for the coming 2015/16 school year at this stage. Neither can we reliably project the number of CBS and their geographical distribution in the 2015/16 school year because their number and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc.

2. The Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using the above land-based boundary control points. These measures include allowing local school buses to gain access to the LW and LMCSL CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the LMC, MKT, STK and SZB CPs; implementation of simplified clearance services at the LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs.

The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB013**

**(Question Serial No. 1636)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

As stated in the Estimates, “the VTC will continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work.”

- 1) What was the amount of Government funding for the programme last year? What was the total number of students benefited?
- 2) What is the expenditure earmarked for the programme this year?

Asked by: Hon CHAN Kam-lam (Member Question No. 32)

Reply:

1) and 2)

With the Government's one-off funding support of \$43 million in 2012-13, the Vocational Training Council (VTC) had launched a two-year pilot programme to support industrial attachments for student intakes to subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing them for a smooth transition from study to work. About 6 400 and 10 000 students had completed the industrial attachments in the 2012/13 and 2013/14 academic years respectively.

The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, recurrent funding of about \$18 million has been allocated to VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma programmes and certain Diploma in Vocational Education programmes. About 9 000 students in VTC will benefit every year.

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**CONTROLLING OFFICER'S REPLY****EDB014****(Question Serial No. 0705)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In the 2015/16 school year, what is the amount earmarked for supporting schools' enhancement of life planning and career guidance services? Does the Bureau know anything about the progress of the implementation of life planning at schools so far? When will the Bureau review the overall effectiveness of the related projects?

Asked by: Hon CHAN Yuen-han (Member Question No. 42)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level. Within the first six months of the 2014/15 school year, EDB has conducted advisory visits to about 140 schools. Based on observations from the school visits, it is found that

- i. schools are taking forward life planning education in a more systematic and co-ordinated manner, embracing a paradigm shift from career information dissemination to embodying the essence of life planning education through a holistic approach;
- ii. schools in general have developed a self-improvement framework on career guidance by making reference to the cyclic process of "Planning–Implementation–Evaluation";
- iii. work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism are in place. Schools have also adopted a variety of evaluation tools and methods to assess the contents of their life planning programmes taking into consideration students' interests and developmental needs; and
- iv. the majority of the schools have included the major learning elements of life planning education, such as self-awareness, self-understanding and goal-setting in their school-based career guidance programmes.

EDB has provided school personnel with some suggested items for evaluating the work plans on life planning education and career guidance. Details are set out in Appendix 1 of Education Bureau Circular No. 6/2014. Schools may formulate strategies and build up monitoring/evaluation mechanism for continuous development having regard to school-based needs.

EDB will continue to conduct advisory visits to the rest of the secondary schools to track progress and to provide on-site advice. The information and feedback collected would facilitate EDB to disseminate good practices and review the implementation of life planning education in secondary schools. We will also continue to support schools through provision of professional training for teachers and school personnel.

Besides, EDB plans to commission non-governmental organisations, on a pilot basis, to organise work experience programmes for the non-Chinese speaking students and students with specific learning difficulties over a three-year period as from the 2015/16 school year. \$16.563 million have been earmarked for the pilot.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB015**

**(Question Serial No. 0708)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Under this programme, the Government has indicated that it will continue the industrial attachment programme for students. In this connection, please provide the following information:

- (a) as at to date, the implementation progress of the industrial attachment programme for students;
- (b) in the 2015-16 academic year, the expected number of attachment places (by discipline and by industry) provided for students studying Higher Diploma programmes and Diploma in Vocational Education programmes respectively; and
- (c) how will the Administration evaluate the effectiveness of the programme?

Asked by: Hon CHAN Yuen-han (Member Question No. 43)

Reply:

- (a) With the Government's one-off funding support of \$43 million in 2012-13, the Vocational Training Council (VTC) had launched a two-year pilot programme to support industrial attachments for student intakes to subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing them for a smooth transition from study to work. About 6 400 and 10 000 students had completed the industrial attachments in the 2012/13 and 2013/14 academic years respectively.

The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, recurrent funding has been allocated to VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma programmes and certain Diploma in Vocational Education programmes.

- (b) About 9 000 students in VTC will benefit every year. The breakdown of the estimated industrial attachment opportunities provided for students in the 2015/16 academic year by discipline is given below:

Discipline	Estimated Number of Industrial Attachment Opportunities	
	Higher Diploma	Diploma in Vocational Education
Applied Science	900	-
Business	1 750	50
Child Education & Community Services	550	-
Design	1 450	-
Engineering	1 750	250
Hospitality	1 550	-
Information Technology	750	-
<b>Total</b>	<b>8 700</b>	<b>300</b>

- (c) The effectiveness of the industrial attachment programme will be evaluated based on the surveys conducted with various stakeholders including participating students and employers as well as teachers. Findings and recommendations will be provided to the academic disciplines to enhance implementation of the industrial attachment programme.

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**CONTROLLING OFFICER'S REPLY**

**EDB016**

**(Question Serial No. 2066)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (164) Curriculum Development Institute  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the government inform this Committee of:

- (a) the number of non-Chinese speaking students enrolled into each of the two Applied Learning Chinese (for non-Chinese speaking students) courses for the 2015-2017 cohort;
- (b) the number of secondary schools with students enrolled into each of the two Applied Learning Chinese (for non-Chinese speaking students) courses for the 2015-2017 cohort;
- (c) the amount of subsidies the government has granted for students to be enrolled into each of the two Applied Learning Chinese (for non-Chinese speaking students) courses for the 2015-2017 cohort; and
- (d) whether the government has allocated any funding to the two course providers of the Applied Learning Chinese (for non-Chinese speaking students) courses for the 2015-2017 cohort apart from the subsidies of the course fees for the enrolled students (e.g. funding for developing the curriculum); and
- (e) which level in the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) a non-Chinese speaking student should have reached before taking each of the two Applied Learning Chinese (for non-Chinese speaking students) courses and which level in the Learning Framework a student is expected to reach after completing each of the two Applied Learning Chinese (for non-Chinese speaking students) courses.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 500)

Reply:

- (a) The application from schools for Applied Learning Chinese (for non-Chinese speaking students) is still in progress. As at February 2015, about 150 students have enrolled.
- (b) The application from schools for Applied Learning Chinese (for non-Chinese speaking students) is still in progress. As at February 2015, about 150 students from 15 schools have enrolled.
- (c) The Government provides a new Student Grant for Applied Learning Chinese (for non-Chinese speaking students), starting from the 2014/15 school year, to fully subsidise schools for offering Applied Learning Chinese (for non-Chinese speaking students) to their students. The estimate of Student Grant for Applied Learning Chinese (for non-Chinese speaking students) for the 2014/15 school year is about \$2.0 million. As application from schools for Applied Learning Chinese (for non-Chinese speaking students) is still in progress, the amount of subsidy is not yet finalised.

(d) Apart from the subsidies of the course fees for the enrolled students, the Government does not allocate any funding to course providers of Applied Learning Chinese (for non-Chinese speaking students).

(e) Non-Chinese speaking students (NCS) who aspire to study Applied Learning Chinese (for non-Chinese speaking students) should have fundamental language competency to enable them to learn Chinese language through different modes of activities in a simulated applied learning context. At the point of entry, they are expected to have achieved most of the learning outcome of the “Learning Framework” at level 4 or above. Upon completion of courses, NCS students are expected to have achieved the relevant learning outcome of the “Learning Framework” at level 6 or above.

- End -

**CONTROLLING OFFICER'S REPLY****EDB017****(Question Serial No. 2988)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the consultancy studies commissioned by the Education Bureau and its departments for the purpose of formulating and assessing policies, please provide information about the studies in the following format.

(a) Please provide details of the studies on public policy and strategic public policy commissioned with funds allocated from 2011-12 to 2014-15.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
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(b) Regarding the consultancy studies commissioned by the Education Bureau and its departments for the purpose of formulating and assessing policies, are there any such projects for which funds have been reserved in 2015-16? If yes, what are the details?

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
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Asked by: Hon CHEUNG Kwok Che (Member Question No. 15)

Reply:

(a) The studies for which funds have been allocated from 2011-2012 to 2014-15 are as follows –

(i) Studies commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	By quotation	Stakeholder monitoring survey on education reform and major education initiatives 2010  To systematically collect perceptions of eight groups of stakeholders over time on education reform and major education initiatives.	428,000	August 2009	Completed (July 2011)	The findings are useful reference in curriculum and other reviews.	The report is placed in the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference.
The Hong Kong Institute of Education	By quotation	Review Survey(s) on the Third Strategy on Information Technology in Education  To conduct the surveys in two phases in 2010 and 2012 respectively for data comparisons for a better understanding on the progress of schools' implementation of Information Technology (IT) in education; and to review the progress of the Third Strategy based on some common indicators on IT in education.	1,090,200	September 2009	Completed (January 2013)	The findings were used as reference in formulating support measures for IT in education.	The study report has been uploaded to the website of the Education Bureau.
The Nielsen (Hong Kong Company)	Open tender by Census and Statistics Department (C&SD)	Stakeholder monitoring survey on education reform and major education initiatives 2010  To collect views of the general public on education reform and major education initiatives through C&SD's Thematic Household Survey.	700,000	January 2010	Completed (March 2011)	The findings are useful reference in curriculum and other reviews.	Major findings have been reported in the Thematic Household Survey Report No. 47 published by the C&SD.

<b>Name of consultant</b>	<b>Mode of award (open auction/ tender/ quotation/ others (please specify))</b>	<b>Title, content and objective of project</b>	<b>Consultancy fee(\$)</b>	<b>Start date</b>	<b>Progress of study (under planning/ in progress/ completed (completion month and year))</b>	<b>The Administration's follow-ups to the study report and the progress (if any)</b>	<b>For completed studies, have they been made public? If yes, through what channels? If no, why?</b>
East China Normal University	By quotation	Impact Study on Quality Review  To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.	850,000	June 2010	Completed (May 2013)	The findings have been used as reference in enhancing the second cycle of the Quality Review.	The executive summary was uploaded to the website of the Education Bureau in May 2013.
Curriculum, Evaluation and Management Centre, University of Durham	By quotation	Study on 'Through-train' Mode  To stock take the empirical experience in realising the through-train objectives in different existing modes of school operation, i.e. the through-train mode as well as the feeder/ nominated modes; evaluate the merits of the different modes; and identify good practices for future dissemination.	1,410,000	September 2010	Completed (June 2012)	The major findings were used as reference for proposing the way forward for through-train and feeder/ nominated schools.	The executive summary was uploaded to the website of the Education Bureau in early 2013.
Learning Files Ltd.	By quotation	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	749,700	November 2010	Completed (June 2014)	The findings have been used as reference for continuous improvement to the SDA framework.	The final report (English version) and the executive summary (Chinese version) were uploaded to the website of the Education Bureau in August 2014.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Federation for Self-financing Tertiary Education	By quotation	<p>Pilot Exercise on Credit under the Qualifications Framework (QF)</p> <p>To use QF credit in the design and development of education and training courses by providers, with a view to sharing experiences and developing operational guidelines on credit assignment and related quality assurance processes.</p>	1,350,000	December 2010	Completed (August 2012)	The operational guidelines on the use of QF credit were promulgated in October 2012.	The operational guidelines on the use of QF credit were promulgated.
MOV Field Service Specialist	Open tender by C&SD	To stock take the current demand for international school places among households in Hong Kong.	620,000	February 2011	Completed (February 2012)	The findings are useful reference in the projection of future demand of international school places.	The Thematic Household Survey Report No. 49 was published by C&SD and released to the public on 23 February 2012. Users can download this publication free of charge from the website of C&SD.
Federation for Self-financing Tertiary Education	By quotation	<p>Project on Standardisation of Award Titles</p> <p>To standardise the award titles on education and training courses under the Hong Kong Qualifications Framework (HKQF).</p>	887,250	May 2011	Completed (September 2012)	The Award Titles Scheme was launched in October 2012.	The Award Titles Scheme was launched.
Policy 21 Limited	By quotation	<p>Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong</p> <p>To stock take the provision of international school places and project future demand and supply for Government's review on the support measures for the international school sector.</p>	799,000	June 2011	Completed (December 2012)	The findings are useful reference in formulating the strategies in meeting the demand for international school places.	<p>The report on the study was uploaded to the website of the Education Bureau in October 2013.</p> <p>Major findings were reported to the Legislative Council Panel on Education in April 2013.</p>
Consumer Search Hong Kong Ltd	By quotation	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010</p> <p>To survey</p>	1,080,000	July 2011	Completed (December 2013)	The findings have been shared with post-secondary institutions for reference.	An executive summary of the survey report was uploaded to the Concourse website (www.cspe.edu.hk) in December 2013.



Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		employers' assessment of the performance of graduates as a way of tracing the results of the education system.					
Centre for Information Technology in Education of The University of Hong Kong	By quotation	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 1)</p> <p>To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools.</p> <p>To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.</p>	1,299,375	September 2011	Completed (February 2015)	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	The executive summary will be uploaded to the website of the Education Bureau by June 2015.
Mike Coles Limited	By quotation	<p>Feasibility Study on European Qualifications Framework (EQF) Referencing</p> <p>To conduct a feasibility Study on Benchmarking or Referencing the HKQF to the Framework (EQF) and other national and regional frameworks in the Asia Pacific Region.</p>	330,000	January 2012	Completed (April 2012)	The technical alignment project of HKQF and EQF commenced in November 2014.	Not applicable as findings of the study are for internal reference only.
Policy 21 Limited	By quotation	<p>Analytical Study on "Free" Kindergarten Education</p> <p>To review and consolidate stakeholders' views and analyse issues relating to the provision of free kindergarten education.</p>	496,000	March 2013	Completed (March 2015)	The findings have been provided as reference for the Committee on Free Kindergarten Education to study how to practicably implement free and quality kindergarten education.	The findings have been provided to the Committee on Free Kindergarten Education for reference.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Department of Mathematics and Information Technology of The Hong Kong Institute of Education	By quotation	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)</p> <p>To conduct in-depth case studies with qualitative analysis.</p> <p>To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.</p>	\$1,428,000	May 2013	Completed (February 2015)	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	The executive summary will be uploaded to the website of the Education Bureau by June 2015.
Hong Kong Institute of Vocational Education (Sha Tin)	By quotation	<p>Survey of Laboratory Technicians in Secondary Schools (2013-14)</p> <p>To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.</p>	391,950	July 2013	Completed (September 2014)	The findings will be used as reference for reviewing the manning scale of laboratory technicians.	The summary of the findings will be uploaded to the website of the Education Bureau in April 2015.
Policy 21 Limited	By quotation	<p>Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector</p> <p>To identify major development and models of good practices on governance and quality assurance for the operation of self-financing post-secondary programmes from the local, regional and international perspectives.</p>	520,000	August 2013	Completed (August 2014)	The findings were considered by the Committee on Self-financing Post-secondary Education.	The study report was released and uploaded to the Concourse website (www.cspe.edu.hk) in August 2014.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Shue Yan University	By quotation	<p>“Project on the Development of Policy and Principles for Credit Accumulation and Transfer (CAT) under the Qualifications Framework (QF)”</p> <p>To develop the policy and principles for implementing CAT under the QF.</p>	600,000	November 2013	Completed (June 2014)	The policy and principles developed were promulgated in July 2014.	The policy and principles developed were promulgated at a press conference and are available online.
Mike Coles Limited	By quotation	<p>“Feasibility Study on validation of Non-formal and Informal Learning (NFIL) under Hong Kong Qualifications Framework (HKQF)”</p> <p>To formulate a set of territory-wide principles and guidelines on the validation of NFIL for adoption by QF stakeholders in Hong Kong.</p>	420,000	January 2014	Completed (June 2014)	The findings have been used as reference in considering how to validate NFIL under HKQF.	Not applicable as findings of the study are for internal reference only.
The Chinese University of Hong Kong	By quotation	<p>Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students</p> <p>To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.</p>	184,000	February 2014	Completed (September 2014)	The advice of the consultancy is being considered by the Administration in formulating data collection methods and/or further research projects to improve support measures for NCS students in respect of the learning of Chinese.	The research findings are mainly for internal reference.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Consumer Search Hong Kong Ltd.	By quotation	<p>"Focus group interviews for promotion of vocational education and identification of workplace skills for post-secondary education"</p> <p>(i) To measure the perception of vocational education of different stakeholders and identify effective means to promote vocational education; and</p> <p>(ii) To identify essential skills required in the workplace that can be incorporated in the curriculum design of post-secondary education programmes.</p>	398,000	June 2014	Completed (November 2014)	Findings on workplace skills for post-secondary education were shared with post-secondary institutions. Findings on promotion of vocational education were considered by the Task Force on Promotion of Vocational Education.	Summary of the findings on workplace skills for post-secondary education has been uploaded to the Concourse website (www.cspe.edu.hk). Findings on promotion of vocational education will be incorporated into the Report of the Task Force on Promotion of Vocational Education.
BARRIE HO Architecture Interiors Limited	By quotation	<p>Consultancy Study on Accommodation Requirements for Kindergartens</p> <p>To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.</p>	300,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Not applicable as the study has not been completed.
CBRE Limited	By quotation	<p>Consultancy Study on Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>	998,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Not applicable as the study has not been completed.

<b>Name of consultant</b>	<b>Mode of award (open auction/ tender/ quotation/ others (please specify))</b>	<b>Title, content and objective of project</b>	<b>Consultancy fee(\$)</b>	<b>Start date</b>	<b>Progress of study (under planning/ in progress/ completed (completion month and year))</b>	<b>The Administration's follow-ups to the study report and the progress (if any)</b>	<b>For completed studies, have they been made public? If yes, through what channels? If no, why?</b>
Towers Watson Hong Kong Limited	By quotation	Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens  To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.	839,000	August 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Not applicable as the study has not been completed.
Policy 21 Limited	By quotation	Provision of Services for Study on the Provision of International School Places in Hong Kong	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Federation for Self-financing Tertiary Education	By quotation	<p>"Pilot Exercises for Development of CAT System under the QF"</p> <p>To distil the good practices under three pilot exercises in order to develop a set of practical guidelines for CAT implementation.</p>	650,000	November 2014	In progress	The practical guidelines will be promulgated and uploaded to the Hong Kong Qualifications Framework website.	Not applicable as the pilot exercises have not been completed.
Hong Kong Shue Yan University	By quotation	<p>"Project on Technical Alignment of the HKQF and the European Qualifications Framework (EQF)"</p> <p>To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between HKQF and EQF and to prepare a report.</p>	1,210,000	November 2014	In progress	The report will be submitted to the European Commission for consideration and the outcome will be shared with members of the public.	Not applicable as the project has not been completed.
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	By quotation	<p>Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)</p> <p>The objectives are to:</p> <p>(i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools;</p> <p>(ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and</p> <p>(iii) inform policy making regarding the development and implementation of the PNET Scheme.</p>	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	By quotation	<p>Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>	660,400	December 2014	In progress	The findings will be used as reference for further discussion by the Committee on Professional Development of Teachers and Principals (COTAP) to study and make proposals on the professional development of teachers and school leaders.	Not applicable as the study has not been completed.

(ii) Studies commissioned by University Grants Committee (UGC) (under Head 190) –

Name of consultant	Mode of award (open auction / tender / quotation / others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed) (completion month and year)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Sir Colin Lucas	By quotation	To give professional advice for the UGC's Higher Education Review 2010 (HER 2010)	629,405 (GBP 50,000)	January 2009	Completed (December 2010)	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011. Follow up on the recommendations are monitored by various UGC groups.	The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version is also available on the UGC's website.
Mr John Paul Randall	By quotation	To assist in formulating the detailed procedure/ parameters of 2012-15 Academic Development	367,000 (GBP 32,420.5)	May 2010	Completed (September 2011)	The UGC formulated the evaluation procedure/ parameters of the 2012-15 ADP	Results of the 2012-15 ADP exercise have been made known to institutions.

Name of consultant	Mode of award (open auction / tender / quotation / others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed) (completion month and year)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		Proposals (ADP), and in the actual scrutiny of institutions' ADPs				exercise and completed the evaluation of the institutions' ADPs on the basis of Mr Randall's advice.	
Higher Aims Limited	By quotation	To help review the performances of the eight UGC-funded institutions on knowledge transfer and to map out a possible framework for its future development.	304,850 (GBP 25,000)	October 2011	Completed (December 2011)	The Consultant's recommendations formed the basis of the funding allocation and reporting requirements on knowledge transfer activities of the eight institutions in the 2012-15 triennium.	Details of the funding mechanism have been conveyed to the institutions and uploaded to the UGC website.
The Quality Assurance Agency for Higher Education in the UK	By quotation	To conduct a review of the Quality Assurance Council (QAC) quality audits of the UGC-funded institutions, with a view to developing the methodology for the second round of quality audits.	850,607 (GBP 69,859)	November 2011	Completed (July 2013)	An Audit Manual for the QAC's second audit cycle has been endorsed and published.	The Audit Manual for the QAC's second audit cycle has been made known to the institutions and published on the QAC's website.
Mr Bahram Bekhradnia	By quotation	In response to the Government's in-principle acceptance of the recommendations in the " <i>Aspirations for the Higher Education System in Hong Kong</i> " issued in 2010 concerning the provision of flexible pathways to facilitate students' progression within the post-secondary system, the UGC has embarked on a further study on the establishment of a vertical credit accumulation and transfer system.	450,000	January 2012	Completed (April 2012)	The UGC has duly considered the report before formulating suggestions on how Credit Accumulation and Transfer System (CATS) should be developed in Hong Kong's higher education sector.	Subject to the government's views on how to proceed with CATS, results of the report would be made known to institutions.
Mr John Paul Randall	By quotation	To assist in formulating the detailed procedure/ parameters of 2016-19 Academic Development Proposals (ADP), and in the scrutiny of institutions' ADPs	419,294	July 2014	In Progress	The UGC has formulated the evaluation procedure/ parameters of the 2016-19 ADP exercise, and will conduct evaluation of the institutions' ADPs on the	Not applicable as the study has not been completed.



Name of consultant	Mode of award (open auction / tender / quotation / others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed) (completion month and year)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
						basis of Mr Randall's advice in Q1-Q2 of 2015.	
Mr Dugald Mackie	By quotation	To assist in the analysis and assessment of the application for university title by the Hong Kong Institute of Education (HKIEd).	482,900	October 2014	In Progress	The Consultant conducted an analysis on the information submitted by HKIEd. His advice will be considered by the Review Group under the UGC in assessing the application from HKIEd.	Not applicable as the study has not been completed.
Sir Howard Newby	By quotation	To conduct a study on the governance in higher education institutions to draw up pointers and advice on good practices on institutional governance with reference to experiences of other higher education institutions.	622,682 (GBP 53,495)	December 2014	In progress	The UGC will consider the report for formulation of recommendations to the Education Bureau.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2011-12 and 2014-15 to conduct consultancy study on public policy and strategic public policy.

(b) The studies for which provisions will be reserved in 2015-2016 are as follows –

Studies commissioned/ to be commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning /in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
BARRIE HO Architecture Interiors Limited	By quotation	Consultancy Study on Accommodation Requirements for Kindergartens  To examine and analyze various issues relating to	300,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making	Major findings will be released when the Committee on Free Kindergarten Education releases its report.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning /in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.				recommendations on how to practicably implement free and quality kindergarten education.	
CBRE Limited	By quotation	<p>Consultancy Study on Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>	998,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Major findings will be released when the Committee on Free Kindergarten Education releases its report.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning /in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Towers Watson Hong Kong Limited	By quotation	Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens  To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.	\$839,000	August 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Major findings will be released when the Committee on Free Kindergarten Education releases its report.
Policy 21 Limited	By quotation	Provision of Services for Study on the Provision of International School Places in Hong Kong	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	On completion, the study report will be uploaded to the website of the Education Bureau.
1.Dr Mary Shepard WONG, Azusa Pacific University 2.Dr Peter STOREY, Open University of Hong Kong 3.Dr Icy LEE, Chinese University of Hong Kong 4.Dr Andy GAO, University of Hong Kong 5.Dr Alex YU, Azusa Pacific University	By quotation	Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)  The objectives are to: (i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools;  (ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and  (iii) inform policy making regarding the development and implementation of the PNET Scheme.	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme	On completion, the final report will be uploaded to the website of the Education Bureau.
Policy 21	By quotation	Territory-wide System	660,400	December	In	The findings will	On completion,

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning /in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Limited		<p>Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>		2014	progress	be used as reference for further discussion by the Committee on Professional Development of Teachers and Principals (COTAP) to study and make proposals on the professional development of teachers and school leaders.	the gist or summary of the study report will be uploaded to the website of the Education Bureau.
Consumer Search Hong Kong Ltd.	By quotation	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,198,000	February 2015	In progress	The findings will be shared with post-secondary institutions for reference.	An executive summary of the survey report will be uploaded to the Concourse website (www.cspe.edu.hk)

Separately, the University Grant Committee and the Student Financial Assistance Agency are not planning to conduct any consultancy studies on public policy and strategic public policy in 2015-16.

- End -

**CONTROLLING OFFICER'S REPLY****EDB018****(Question Serial No. 3007)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has been providing a recurrent cash grant (Career and Life Planning Grant) to each public sector school and Direct Subsidy Scheme school operating classes at senior secondary levels for strengthening the life planning education of secondary students since the 2014/15 school year. In this connection, will the Administration advise the Committee of:

1. The number of schools that have used the Career and Life Planning Grant to employ additional teaching staff, organise life planning activities, and enhance school-based career guidance services respectively since the 2014/15 school year;
2. The content of the life planning activities organised by schools since the 2014/15 school year;
3. Among schools having used the Career and Life Planning Grant to employ additional staff since the 2014/15 school year, how many of them have employed teachers, social workers and other professionals respectively with the Grant;
4. The number of schools that have not been able to use the Career and Life Planning Grant properly since the 2014/15 school year;
5. The Administration's concrete actions to follow up with schools that have not been able to use the Career and Life Planning Grant properly;
6. Given that the Home Affairs Bureau has the Funding Scheme for Youth Life Planning Activities in place to support non-governmental organisations to organise projects in collaboration with secondary schools, how co-ordination and co-operation are maintained between the Education Bureau and the Home Affairs Bureau to promote life planning education and the Funding Scheme for Youth Life Planning Activities respectively so that the resources can be more effectively used and quality of service can be upgraded; and
7. Given that the Hong Kong Jockey Club plans to roll out a five-year career and life planning programme in 50 secondary schools and set up 5 community service teams with a funding of \$500 million, whether the Administration will co-ordinate and co-operate with the Hong Kong Jockey Club over the Club's career and life planning programme so that resources can be more effectively used and quality of service can be upgraded; if yes, the details, and if no, the reasons for that.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 5)

Reply:

1 to 5

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. Within the first six months of the 2014/15 school year, EDB has conducted advisory visits to about 140 schools. Based on the observations from the school visits, schools are taking forward life planning education in a more systematic

and co-ordinated manner, embracing a paradigm shift from career information dissemination to embodying the essence of life planning education through a holistic approach. Work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism are in place. According to the needs of individual schools and the school-based targets set, a variety of strategies and life planning education programmes/activities were devised and planned. The contents of these programmes/activities cover key elements such as promoting students' self-understanding, supporting their goal setting, decision making, development of positive work attitude and value, understanding different careers and the world of work, etc. Depending on their own needs and strategic planning, majority of the schools have deployed the Grant in enhancing the capacity of the responsible team to take forward life planning education through employment of additional teachers, clerical and other professional staff, such as social worker, procurement of services, etc, or a combination of these support measures for their intended objectives. During the school visits, EDB inspectors would engage in professional dialogue with the school guidance teams and render advice on improvements to the work plans and deployment of resources to enhance schools' forward planning. Where necessary, EDB will conduct follow up visits.

6 & 7 The Home Affairs Bureau has launched the Funding Scheme for Youth Life Planning Activities (Funding Scheme) to invite applications from non-governmental organisations (NGOs) to collaborate with secondary schools in organising life planning activities for students, teachers and parents from January 2015 to August 2016. The Funding Scheme focuses on strengthening cooperation with NGOs which is complementary with the CLP Grant provided by EDB that aims at empowering the capacity of secondary schools. Both bureaux have been working closely to co-ordinate the initiative to support life planning of the secondary school students to pursue their goals and realise their potentials. With a view to galvanising collective efforts to promulgate life planning education for students, EDB looks forward to forging partnership with the business sector, NGOs and charitable organisations in the common quest for quality life planning and career guidance services for students whenever there is such opportunity.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB019**

**(Question Serial No. 3018)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors, the Administration states that “For the first cohort, there will be 13 programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality.” In this connection, will the Administration inform this Council on the name of the institutions operating the 13 self-financing undergraduate programmes and the name of the programmes; the places, the intakes, the number of graduates and tuition fees of the 13 programmes in the past 3 years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 35)

Reply:

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at **Annex A**. The numbers of the estimated places, actual intakes, graduates and tuition fees of the 13 programmes in the past three years are set out at **Annex B**.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000



**Numbers of the Estimated Intakes, Actual Intakes, Graduates and Annual Tuition Fee  
of the SSSDP Programmes in the 2012/13 to 2014/15 Academic Years**

Institutions	Programmes	2012/13				2013/14				2014/15			
		Estimat ed Places	Actual Intakes	Graduat es	Average Annual Tuition Fee (\$)	Estimat ed Intakes	Actual Intakes	Graduat es	Average Annual Tuition Fee (\$)	Estimat ed Intakes	Actual Intakes	Graduat es	Average Annual Tuition Fee (\$)
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	80	7	3	55,000	40	3	5	62,333	40	7	*	65,833
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	140	168	*	63,500	56	62	*	66,500	56	68	*	69,000
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	-	-	-	-	80	80	*	53,679	80	79	*	56,364
	Bachelor of Nursing with Honours in General Health Care	150	146	*	49,600	150	153	*	58,032	180	176	*	62,760
	Bachelor of Nursing with Honours in Mental Health Care	70	74	*	49,600	70	79	*	58,032	80	89	*	62,760
	Bachelor of Science with Honours in Testing and Certification	-	-	-	-	100	128	*	57,910	100	111	*	60,813
Tung Wah College	Bachelor of Health Science (Honours) (Nursing Major)	200	219	*	90,600	200	207	*	90,600	200	220	*	90,600
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Landscape Architecture	-	-	-	-	60	69	*	75,900	60	36	*	79,200
	Bachelor of Engineering (Honours) in Civil Engineering	30	53	*	75,900	60	78	*	75,900	60	70	*	79,200
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	30	54	*	75,900	60	62	*	75,900	60	25	*	79,200

Bachelor of Arts (Honours) in Fashion Design	30	27	*	75,900	30	43	*	75,900	60	35	*	79,200
Bachelor of Arts (Honours) in Product Design	30	22	*	75,900	30	32	*	75,900	60	24	*	79,200
Bachelor of Arts (Honours) in Culinary Arts and Management	-	-	-	-	30	8	*	75,900	30	31	*	79,200

“—”: The programme concerned was not yet offered in that academic year.

“\*”: There were no graduates yet.

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**CONTROLLING OFFICER'S REPLY**

**EDB020**

**(Question Serial No. 3022)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General – Non-recurrent  
Programme: Not specified  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding Item 986 “Support to the 57th International Mathematical Olympiad 2016”, please inform this Committee of the detailed plan of the event, the estimated expenditures to be incurred by the opening and closing ceremonies as well as during the event respectively; how many local and overseas candidates are expected respectively?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 39)

Reply:

The 57th International Mathematical Olympiad 2016 (IMO 2016) will take place in Hong Kong from 6 to 16 July 2016. During the period, key events such as the Opening Ceremony and the Welcome Dinner (10 July), contests (11-12 July), as well as the Closing Ceremony and the Farewell Dinner (15 July) will take place in Hong Kong. Other related activities, such as IMO Advisory Board Meetings, Jury Meetings, ensuing coordination meetings and organised excursions will also be conducted.

Majority of the participants will reside in the Host University of IMO 2016, namely Hong Kong University of Science and Technology, and will depart Hong Kong on 16 July 2016. As the supporting organisation, Education Bureau (EDB) is primarily responsible for the Opening Ceremony and the Welcome Dinner, as well as the Closing ceremony and the Farewell dinner. Together with the medals provision and publicity materials, the estimated expenditure by EDB for this project is \$3 million. Furthermore, EDB also assists to promote the IMO 2016 in the school sector by using its existing channels of communication with schools. The cost is absorbed by its recurrent estimate.

It is expected that over 1,000 overseas participants from all over the world will be attracted to join IMO 2016. There will be about 700 student candidates from about 120 countries/regions, including six from Hong Kong. In addition to the local candidates, over 200 student ambassadors recruited from local tertiary institutions, as well as young talents, famous artists, cultural performing groups, site volunteers and helpers from schools are also expected to join the event.

- End -

**CONTROLLING OFFICER'S REPLY****EDB021****(Question Serial No. 3025)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

According to the Administration, the School-based Educational Psychology Service will be further expanded, with the target of covering all public sector primary and secondary schools by the 2016/17 school year. In this connection, will the Administration, using the table below, advise this Committee of the respective number of educational psychologists who were required to serve a varying number of schools in the past 3 years?

School year:

No. of schools served at the same time	No. of educational psychologists who were required to serve only primary schools	No. of educational psychologists who were required to serve only secondary schools	No. of educational psychologists who were required to serve both primary and secondary schools
1-5			
6			
7			
8			
9			
10			
11			
12			
13			
14 and over			
Total			

Asked by: Hon CHEUNG Kwok-che (Member Question No. 42)Reply:

Under the School-based Educational Psychology Service, one Educational Psychologist (EP) serves six to ten public sector schools (including both primary and secondary schools). As the service needs and caseload vary between schools, providing detailed statistics on the specific number of primary and secondary schools served by individual EPs as requested in the above table is not meaningful.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB022**

**(Question Serial No. 3117)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

1. Paragraph 110 of the Budget states that the Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes. What is the respective amount of subsidy for each programme?
2. Will the Administration monitor the tuition fees of the 13 designated self-financing undergraduate programmes under subsidy in order to prevent unreasonable increase of tuition fees and to ensure the maximum tuition fees concession for students? If yes, what are the details? If not, what are the reasons?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 582)

Reply:

1. As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at **Annex**.

2. The participating institutions of SSSDP are required to stipulate clearly the annual tuition fees and other relevant charges for all years of study of the cohort of the subsidised programmes under SSSDP prior to the commencement of the application and admission process. While the tuition fees for each year of study of the same cohort may vary subject to the tuition fee policy of the participating institutions, they shall not be altered once they are promulgated. Tuition fees of the programmes should generally be set with reference to the existing fee level with adjustments allowed for (a) price movement in accordance with the Composite Consumer Price Index announced by the Government; and (b) enhancement in teaching and learning if needed with full justifications. The level of adjustment for (b) shall be subject to the approval of the Education Bureau.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

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**CONTROLLING OFFICER'S REPLY****EDB023****(Question Serial No. 3222)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

To help students with special educational needs (SEN) to integrate into mainstream schools, the Administration has implemented integrated education in mainstream primary and secondary schools. Regarding the details of school leavers with SEN from mainstream primary and secondary schools, please provide the details on the number and percentage of the school leavers from the schools in the past 3 years by types of schools:

School year:

Post-school arrangements\school	Primary school	Secondary school
Employment		
Further studies		
Vocational training/ Vocational rehabilitation/ Day-time training service or day care service		
Others (e.g. attend pre-employment training programme, receive services from district support centres for persons with disabilities, receive treatment in hospital, emigration)		

Asked by: Hon CHEUNG Kwok-che (Member Question No. 48)

**Reply:**

Data relating to students with special educational needs (SEN) are collected from schools through a separate computer system which was developed for use by secondary schools from the 2008/09 school year. Information about students with SEN who left secondary schools is captured through the system since the 2011/12 school year. According to the information reported by schools through the system, the post-school arrangements of school leavers with SEN after completing secondary education for the 2011/12 to 2013/14 school years are tabulated below.



Post-school arrangements of secondary school leavers	School year		
	2011/12 (Note)	2012/13	2013/14
Employment	79	146	186
Further studies	304	323	473
Vocational training	196	259	363
Others (e.g. attend pre-employment training programme, apprenticeship, emigration, unknown to school)	244	375	433

Note: In the 2011/12 school year (commonly known as the “double cohort year”), there was a co-existence of the last cohort of secondary 7 students under the old academic structure and the first cohort of secondary 6 students under the new senior secondary academic structure. Therefore, the school leavers included those completing secondary 6 and secondary 7.

Since we have not captured the overall number of school leavers under the afore-mentioned system which was designed specifically for maintaining information about students with SEN, we are unable to provide the percentage share of the school leavers with SEN among the overall population of the school leavers.

We have not captured similar statistics for the primary school sector since all their leavers, including those with SEN, will continue their studies in secondary schools under the policy of free and universal basic education.

- End -

**CONTROLLING OFFICER'S REPLY****EDB024****(Question Serial No. 3269)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

**Question:**

Regarding the annual survey on post-leaving details of school leavers from special schools conducted by the Administration, please provide details on the number and percentage of the respective school leavers in the past 3 years by types of schools:

Post-leaving arrangements\ Types of schools	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment								
Further studies								
- Vocational training - Vocational rehabilitation - Day-time training service or day care service								
Others (e.g. attend pre-employment training programme, receive services from district support centres for persons with disabilities, receive treatment in hospital, emigration)								

Asked by: Hon CHEUNG Kwok-che (Member Question No. 49)

**Reply:**

The number and percentage of the post-leaving arrangements of school leavers from special schools in the past 3 years are set out in the Appendix.

**The number and percentage of the post-leaving arrangements of school leavers from special schools for the 2011/12 school year**

Types of Schools Post-leaving arrangements	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment	5 (0.9%)	2 (0.3%)	51 (8.8%)	0 (0%)	14 (2.4%)	0 (0%)	0 (0%)	72 (12.4%)
Further studies	4 (0.7%)	17 (2.9%)	73 (12.6%)	0 (0%)	11 (1.9%)	1 (0.2%)	0 (0%)	106 (18.3%)
Vocational training / Vocational rehabilitation / Day-time training service or day care service	8 (1.4%)	10 (1.7%)	0 (0%)	0 (0%)	224 (38.6%)	93 (16.1%)	25 (4.3%)	360 (62.1%)
Others (e.g. attend pre-employment training programme, receive services from district support centres for persons with disabilities, receive treatment in hospital, emigration)	2 (0.3%)	1 (0.2%)	13 (2.2%)	0 (0%)	9 (1.6%)	2 (0.3%)	15 (2.6%)	42 (7.2%)

**The number and percentage of the post-leaving arrangements of school leavers from special schools for the 2012/13 school year**

Types of Schools Post-leaving arrangements	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment	4 (0.6%)	1 (0.1%)	22 (3.3%)	0 (0%)	18 (2.7%)	2 (0.3%)	0 (0%)	47 (7.0%)
Further studies	10 (1.5%)	12 (1.8%)	85 (12.6%)	0 (0%)	8 (1.2%)	0 (0%)	0 (0%)	115 (17.1%)
Vocational training / Vocational rehabilitation / Day-time training service or day care service	7 (1.1%)	37 (5.5%)	0 (0%)	1 (0.1%)	260 (38.6%)	118 (17.5%)	46 (6.8%)	469 (69.6%)
Others (e.g. attend pre-employment training programme, receive services from district support centres for persons with disabilities, receive treatment in hospital, emigration)	1 (0.1%)	2 (0.3%)	20 (3%)	0 (0%)	6 (0.9%)	1 (0.1%)	13 (1.9%)	43 (6.3%)

**The number and percentage of the post-leaving arrangements of school leavers from special schools for the 2013/14 school year**

Types of Schools Post-leaving arrangements	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment	2 (0.3%)	4 (0.6%)	15 (2.1%)	0 (0%)	17 (2.3%)	0 (0%)	0 (0%)	38 (5.3%)
Further studies	4 (0.6%)	19 (2.6%)	77 (10.6%)	0 (0%)	1 (0.1%)	0 (0%)	0 (0%)	101 (13.9%)
Vocational training / Vocational rehabilitation / Day-time training service or day care service	3 (0.4%)	34 (4.7%)	0 (0%)	0 (0%)	297 (41.0%)	148 (20.4%)	50 (6.9%)	532 (73.4%)
Others (e.g. attend pre-employment training programme, receive services from district support centres for persons with disabilities, receive treatment in hospital, emigration)	2 (0.3%)	9 (1.2%)	14 (1.9%)	0 (0%)	9 (1.2%)	15 (2.1%)	5 (0.7%)	54 (7.4%)

- End -

**CONTROLLING OFFICER'S REPLY****EDB025****(Question Serial No. 0023)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

Regarding Direct Subsidy Scheme (DSS) schools which offered a non-local curriculum on top of the local curriculum in the past three years (i.e. 2012/13, 2013/14 and 2014/15 school years), please list out the names and number of such DSS schools and the number of their students taking the non-local curriculum.

Asked by: Hon CHEUNG Yu-yau, Tommy (Member Question No. 23)

**Reply:**

A list of schools under the Direct Subsidy Scheme (DSS) offering a non-local curriculum on top of the local curriculum and the number of students studying the non-local curriculum stream in receipt of DSS subsidies in the 2012/13 to 2014/15 school years are tabulated below:

Number	Name of School	Number of students of the non-local curriculum stream <sup>Note</sup>		
		2012/13	2013/14	2014/15
1	St Paul's Co-educational College	53	54	62
2	The Hong Kong Chinese Christian Churches Union Logos Academy	59	80	100
3	Diocesan Boys' School	94	109	119
4	Creative Secondary School	95	105	116
5	St Paul's Convent School	109	137	123
6	YMCA of Hong Kong Christian College	121	143	135
7	ELCHK Lutheran Academy	---	---	30

**Note:** As at September of that school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB026****(Question Serial No. 0024)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

What is the yearly breakdown of the projected numbers of kindergarten and primary school places needed in various districts (North District, Tai Po, Yuen Long, Tuen Mun and other districts) from 2015/16 to 2019/20 school years?

Asked by: Hon CHEUNG Yu-yan, Tommy (Member Question No. 24)

**Reply:**

In estimating the future demand for kindergarten (KG) as well as public sector primary school places, we will take into account the following:

- (a) the number of students (including cross-boundary students (CBS)) studying in KGs and public sector primary schools;
- (b) school age population projections (based on the population projections compiled by the Census and Statistics Department with the latest demographic changes updated from time to time);
- (c) the age-specific enrolment ratio and its latest trend for the entry grades of kindergarten and public sector primary schools (i.e. KG 1 and Primary 1); and
- (d) the estimated number of CBS who are not part of Hong Kong resident population.

Figures on projected school-age population aged 3-5 and 6-11 who are residing in Hong Kong by district (North District, Tai Po District, Yuen Long District, Tuen Mun District and other districts) in the next five school years (i.e. 2015/16 to 2019/20) are detailed at Appendices (1) and (2). These age groups are generally considered appropriate for KG and primary education, respectively. Since the population projections refer to the projected number of children at aged 3-5 and 6-11, irrespective of whether they are enrolled in schools or not, the figures should not be taken as the projected number of students at KG and primary levels. Besides, given that students under or over the concerned age groups may enrol at the KG and primary levels and students may study in districts other than their resident district, the actual number of students at district and territory-wide levels may be different from those of the projected school-age population.

The population projections have taken into account various factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual ones. Amongst those assumptions, of particular relevance are those related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual numbers of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is applied to all birth cohorts for the

purpose of long-term projections only, rather than projecting their exact number in a particular year.

As regards CBS, their number and choice of boundary control point through which they would access to Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs. It is therefore not plausible to accurately project the overall number of CBS and their geographical distribution.



**Projected School-age Population Aged 3-5 Who are Residing in Hong Kong by District,  
2015/16 – 2019/20 School Years**

District	2015/16	2016/17	2017/18	2018/19	2019/20
North	7 500	7 600	7 500	7 300	7 600
Tai Po	7 100	7 700	7 900	7 800	8 000
Yuen Long	15 500	16 200	16 000	15 100	15 000
Tuen Mun	12 200	12 400	12 600	12 400	12 400
Others	136 800	135 400	129 100	120 400	118 500
<b>All Districts</b>	<b>179 000</b>	<b>179 300</b>	<b>173 100</b>	<b>163 000</b>	<b>161 400</b>

- Notes :
- (1) Figures in the above table were updated in February 2015 with reference to the "Projections of Population Distribution 2014 - 2023" released by the Planning Department in December 2014.
  - (2) School-age population aged 3-5 is considered appropriate for kindergarten education (i.e. Kindergarten 1 to Kindergarten 3).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3-5 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 may also enrol at kindergarten education. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population **residing in Hong Kong** are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual numbers of such babies who would settle in Hong Kong and if so, when.
  - (5) Figures refer to the position as at September of the respective school years.
  - (6) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Projected School-age Population Aged 6-11 Who are Residing in Hong Kong by District,  
2015/16 – 2019/20 School Years**

<b>District</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>North</b>	13 500	13 500	13 500	13 500	14 100
<b>Tai Po</b>	11 600	12 300	13 300	14 400	15 400
<b>Yuen Long</b>	27 400	28 900	30 100	31 300	32 500
<b>Tuen Mun</b>	19 900	20 800	22 300	24 000	24 800
<b>Others</b>	248 300	263 500	280 700	294 600	298 900
<b>All Districts</b>	<b>320 800</b>	<b>339 000</b>	<b>359 800</b>	<b>377 800</b>	<b>385 700</b>

- Notes :
- (1) Figures in the above table were updated in February 2015 with reference to the "Projections of Population Distribution 2014 - 2023" released by the Planning Department in December 2014.
  - (2) School-age population aged 6-11 is considered appropriate for primary education (i.e. Primary 1 to Primary 6).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6-11 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 6 or over the age of 11 may also enrol at primary education. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population **residing in Hong Kong** are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual numbers of such babies who would settle in Hong Kong and if so, when.
  - (5) Figures refer to the position as at September of the respective school years.
  - (6) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

**CONTROLLING OFFICER'S REPLY****EDB027****(Question Serial No. 0025)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

What were the respective total expenditures on education for the past three financial years (2012-13, 2013-14 and 2014-15)? Please provide in tabular form a breakdown of the provisions for pre-primary, primary, secondary and post-secondary education for the past three years and the estimated provision for each of the above for the coming year. What are their percentages to the Gross Domestic Product (GDP) of Hong Kong in the respective years and the year-on-year percentage changes of the provisions?

Asked by: Hon CHEUNG Yu-yan, Tommy (Member Question No. 25)Reply:

The total expenditure on education for 2012-13 to 2014-15 is as follows:

Financial year	\$ million
2012-13 Actual	76,600
2013-14 Actual	76,392
2014-15 Revised Estimate	74,112

The actual expenditure / provisions for pre-primary, primary, secondary and post-secondary education and their percentages to GDP in 2012-13 to 2015-16 are as follows:

	2012-13 Actual		2013-14 Actual			2014-15 Revised Estimate			2015-16 Estimate		
	Amount	% of GDP	Amount	% Change over 2012-13	% of GDP	Amount	% Change over 2013-14	% of GDP	Amount	% Change over 2014-15	% of GDP
	\$ million	%	\$ million	%	%	\$ million	%	%	\$ million	%	%
Pre-primary	2,825	0.14%	3,222	+14.1% <sup>1</sup>	0.15%	3,486	+8.2% <sup>2&amp;3</sup>	0.16%	4,094	+17.4% <sup>2</sup>	0.18%
Primary	13,439	0.66%	14,403	+7.2%	0.68%	15,456	+7.3%	0.69%	16,232	+5.0%	0.70%
Secondary	23,354	1.15%	23,921	+2.4%	1.12%	25,040	+4.7%	1.11%	25,374	+1.3%	1.09%
Post-secondary	29,776	1.46%	22,331	-25.0% <sup>4</sup>	1.05%	22,019	-1.4% <sup>5</sup>	0.98%	22,914	+4.1%	0.99%

GDP (\$ million) <sup>6</sup>	2,037,059	2,131,804	2,245,747	2,324,300
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Notes:

- 1 The increase is mainly due to increase in voucher value and the number of students joining the Pre-primary Education Voucher Scheme (PEVS), as well as the provision of an additional one-off school development grant for kindergartens under PEVS to improve their school premises and teaching facilities.
- 2 The increase is mainly due to (a) increase in voucher value of PEVS by \$2,500 each year in the 2014/15 and 2015/16 school years; (b) lift of the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme from the weighted average to the 75th percentile of the school fees of kindergartens under PEVS in the 2014/15 and 2015/16 school years; and (c) increase in the number of students joining PEVS.
- 3 The additional expenditure in 2014-15 arising from the factors listed in (2) above is partly offset by the completion of disbursement of one-off school development grant for kindergartens under PEVS in 2013-14.
- 4 The decrease is mainly due to completion of one-off injections into various funds totalling \$7 billion in 2012-13, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion).
- 5 The decrease is mainly due to lower cash flow requirement for the sixth Matching Grant Scheme for the post-secondary education sector.
- 6 The figures for 2012 to 2015 are calendar-year-based. They are subject to further revision by the Census & Statistics Department.

- End -

**CONTROLLING OFFICER'S REPLY****EDB028****(Question Serial No. 0026)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2012/13, 2013/14 and 2014/15 school years, what were the respective numbers of half-day and whole-day kindergartens? Among the students participating in the PEVS in the same period, what were the respective numbers of students attending half-day and whole-day kindergartens? How many half-day and whole-day kindergartens joining the PEVS in the same period were approved to increase their school fees? What were the highest, lowest and average rates of increase? What were the amounts of school fees before and after the increase?

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

**Reply:**

The numbers of kindergartens (KGs) with half-day (HD) and whole-day (WD) classes among those non-profit-making (NPM) KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2012/13, 2013/14 and 2014/15 school years are as follows:

	2012/13	2013/14	2014/15
with HD classes only	129	111	117
with both HD and WD classes	383	385	377
with WD classes only	223	228	230

The numbers of students under the PEVS attending HD and WD classes in KGs participating in the PEVS in the 2012/13, 2013/14 and 2014/15 school years are as follows:

	2012/13 (Note 1)	2013/14 (Note 1)	2014/15 (Note 2)
attending HD classes	90 200	89 200	89 007
attending WD classes	41 300	42 500	43 822

Note 1: Position as at end of the respective school years.

Note 2: Provisional figures as at mid-September 2014. These figures refer to the total enrolment in PEVS KGs. The actual number of students under the PEVS would be available at the end of the school year.

The numbers of NPM WD and HD KGs joining the PEVS that have been approved to increase their school fees, the highest, lowest, average rate of increase and the amounts of school fees before and after the increase in the 2012/13, 2013/14 and 2014/15 school years are as follows:

School year		2012/13		2013/14		2014/15 (Note)	
Session		WD	HD	WD	HD	WD	HD
Number of NPM KGs under the PEVS with school fees increased		436	382	468	383	548	433
KG with the highest rate of increase							
Rate of increase		34.9%	26.0%	27.1%	64.5%	102.8%	82.7%
School fee	Before increase	\$32,292	\$20,000	\$33,136	\$11,451	\$16,379	\$12,760
	After increase	\$43,560	\$25,200	\$42,117	\$18,832	\$33,209	\$23,309
KG with the lowest rate of increase							
Rate of increase		0.03%	0.40%	0.66%	0.55%	0.01%	0.16%
School fee	Before increase	\$35,016	\$22,510	\$33,330	\$23,859	\$36,575	\$22,260
	After increase	\$35,028	\$22,600	\$33,550	\$23,991	\$36,580	\$22,296
The rate of increase of the weighted average fee							
Rate of increase		4.1%	4.1%	5.2%	4.9%	9.0%	10.8%
Weighted average fee	Before increase	\$31,500	\$19,500	\$32,800	\$20,300	\$34,500	\$21,300
	After increase	\$32,800	\$20,300	\$34,500	\$21,300	\$37,600	\$23,600

Note: As a one-off short-term measure recommended by the Committee on Free KG Education to address the imminent needs of KGs, the voucher subsidy was increased by \$2,500 per year in the 2014/15 and 2015/16 school years. The increase in voucher subsidy provided more room for the KGs to increase their school fees to meet the increasing operating cost. At the same time, the increased amount of voucher subsidy would offset the increase in school fees so that parents' financial burden regarding KG education could be alleviated. Hence, the number of KGs under the PEVS with school fees increased and the rates of increase in the 2014/15 school year are higher than those in previous years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB029****(Question Serial No. 0027)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

Please provide in tabular form the respective numbers of private independent kindergartens not joining the Pre-primary Education Voucher Scheme (PEVS), non-profit-making kindergartens joining the PEVS and non-profit-making kindergartens not joining the PEVS in the 2012/13, 2013/14 and 2014/15 schools years and their percentage share in the total number of kindergartens in Hong Kong. What were the respective numbers of students in these kindergartens and their percentage share in the total number of kindergarten students in Hong Kong during those school years?

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

**Reply:**

In the 2012/13, 2013/14 and 2014/15 school years, the respective number of local private independent (PI) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS), local non-profit-making (NPM) KGs joining the PEVS and local NPM KGs not joining the PEVS and the number of students in these KGs as well as their percentage share (%) in the total number of KGs/KG students in Hong Kong are as follows:

	2012/13 school year		2013/14 school year		2014/15 school year	
	Number of KGs (%)	Number of students (%)	Number of KGs (%)	Number of students (%)	Number of KGs (%)	Number of students (%)
Local PI KGs*	104 (10.9%)	19 378 (11.8%)	110 (11.4%)	20 897 (12.3%)	114 (11.7%)	22 021 (12.5%)
Local NPM KGs joining PEVS	735 (76.8%)	129 372 (78.5%)	724 (74.7%)	128 388 (75.6%)	724 (74.0%)	132 829 (75.3%)
Local NPM KGs not joining PEVS	22 (2.3%)	6 723 (4.1%)	35 (3.6%)	11 320 (6.7%)	36 (3.7%)	11 905 (6.7%)

\* PI KGs are not eligible to join PEVS.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB030**

**(Question Serial No. 0028)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Education Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

What were the respective percentages of teachers holding a certificate in early childhood education or above in non-profit-making kindergartens and private independent kindergartens in each of the past 3 school years (i.e. 2012/13, 2013/14 and 2014/15 school years) and their respective wastage rates?

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

**Reply:**

The percentage of kindergarten teachers holding Certificate in Early Childhood Education (C(ECE)) or above in non-profit-making kindergartens in each of the past three school years (i.e. 2012/13, 2013/14 and 2014/15 (Note 1)) were 86.9%, 89.8% and 92.6% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 5.6%, 6.2% and 6.9% respectively.

For private independent kindergartens, the percentage of kindergarten teachers holding C(ECE) or above in each of the past three school years (i.e. 2012/13, 2013/14 and 2014/15 (Note 1)) were 70.3%, 72.7% and 75.2% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 8.2%, 10.2% and 9.7% respectively.

Note 1: The figures of the 2014/15 school year are provisional.

Note 2: Wastage rate refers to the percentage of regular teachers in local kindergartens of the previous school year who did not serve in any kindergarten in the 12-month period prior to mid-September of the respective school years.

- End -



**CONTROLLING OFFICER'S REPLY****EDB031****(Question Serial No. 0029)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

Regarding the operating scale of kindergartens, what are the respective median numbers of enrolment in the group of kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and the group not joining the PEVS in each of the past 3 years (i.e. the 2012/13, 2013/14 and 2014/15 school years)? What are the respective highest and lowest numbers of enrolment in these groups?

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

**Reply:**

The respective median number, highest number and lowest number of enrolment in the group of kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and the group not joining the PEVS in the 2012/13, 2013/14 and 2014/15 school years are as follows:

KGs joining the PEVS (Note)	2012/13	2013/14	2014/15
The median enrolment	134	137	144
The highest enrolment	1 383	1 353	1 276
The lowest enrolment	14	16	17

KGs not joining the PEVS (Note)	2012/13	2013/14	2014/15
The median enrolment	183	197	203
The highest enrolment	1 447	1 452	1 449
The lowest enrolment	3	1	5

Note: Figures refer to the total enrolment in KG classes as at September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB032**

**(Question Serial No. 0030)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Regarding international schools, please provide the following information:

1. please set out in table form the respective numbers and percentages of local and non-local students in various international schools;
2. please set out in table form the respective total numbers of students studying in international primary and secondary schools, as well as the respective numbers and percentages of local and non-local students in such schools in each of the past three years (i.e. the 2012/13, 2013/14 and 2014/15 school years); and
3. please set out in table form the highest, lowest and median tuition fees charged by international schools in the current school year.

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

Reply:

In the context of international schools (including the English Schools Foundation schools and other private international schools), local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport). Based on the student enrolment survey conducted in September 2014, the proportion of local students in international schools in the 2014/15 school year is 18% and that of non-local students is 82%. The numbers and percentages of local and non-local students of individual schools are set out at Annex 1.

The total number of students in international schools from the 2012/13 to 2014/15 school years with breakdown by levels and by the proportion of local and non-local students as appropriate are set out at Annex 2.

The highest, lowest and median tuition fees charged by international schools in the 2014/15 school year are set out in Annex 3.

**Numbers and percentages of local and non-local students enrolled  
in international schools (excluding special school)  
(based on the student enrolment survey conducted in September 2014)**

<b>Name of School</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
<b>Primary-cum-secondary</b>			
American International School	<b>609</b>	88 (14.4%)	521 (85.6%)
Australian International School Hong Kong	<b>1 054</b>	62 (5.9%)	992 (94.1%)
Canadian International School	<b>1 681</b>	264 (15.7%)	1 417 (84.3%)
Carmel School	<b>221</b>	9 (4.1%)	212 (95.9%)
Chinese International School	<b>1 430</b>	206 (14.4%)	1 224 (85.6%)
Christian Alliance PC Lau Memorial International School	<b>914</b>	431 (47.2%)	483 (52.8%)
Delia School of Canada	<b>1 336</b>	145 (10.9%)	1 191 (89.1%)
Discovery Bay International School	<b>713</b>	12 (1.7%)	701 (98.3%)
German Swiss International School (English)	<b>754</b>	165 (21.9%)	589 (78.1%)
German Swiss International School (German)	<b>345</b>	4 (1.2%)	341 (98.8%)
Harrow International School Hong Kong	<b>946</b>	276 (29.2%)	670 (70.8%)
Hong Kong Academy	<b>525</b>	43 (8.2%)	482 (91.8%)
Hong Kong International School	<b>2 585</b>	158 (6.1%)	2 427 (93.9%)
Hong Kong Japanese School	<b>560</b>	0 (0.0%)	560 (100.0%)
Kellett School	<b>1 040</b>	53 (5.1%)	987 (94.9%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	<b>833</b>	415 (49.8%)	418 (50.2%)
Korean International School (English)	<b>322</b>	98 (30.4%)	224 (69.6%)
Korean International School (Korean)	<b>161</b>	0 (0.0%)	161 (100.0%)
Lyc'ee Francis International (English)	<b>530</b>	52 (9.8%)	478 (90.2%)
Lyc'ee Francis International (French)	<b>1 879</b>	5 (0.3%)	1 874 (99.7%)
Nord Anglia International School, HK	<b>477</b>	131 (27.5%)	346 (72.5%)
Sear Rogers International School - Peninsula	<b>280</b>	101 (36.1%)	179 (63.9%)
Singapore International School(Hong Kong)	<b>1 111</b>	346 (31.1%)	765 (68.9%)
<b>Primary</b>			
Beacon Hill School^	<b>539</b>	185 (34.3%)	354 (65.7%)
Bradbury School^	<b>710</b>	81 (11.4%)	629 (88.6%)
Clearwater Bay School^	<b>716</b>	69 (9.6%)	647 (90.4%)
Glenealy School^	<b>357</b>	36 (10.1%)	321 (89.9%)
Japanese International School (English)	<b>165</b>	26 (15.8%)	139 (84.2%)
Japanese International School (Japanese)	<b>469</b>	0 (0.0%)	469 (100.0%)

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Kennedy School^	899	81 (9.0%)	818 (91.0%)
Kingston International School	252	174 (69.0%)	78 (31.0%)
Kowloon Junior School^	899	144 (16.0%)	755 (84.0%)
Lantau International School	263	5 (1.9%)	258 (98.1%)
Norwegian International School	129	38 (29.5%)	91 (70.5%)
Peak School^	345	33 (9.6%)	312 (90.4%)
Quarry Bay School^	720	150 (20.8%)	570 (79.2%)
Shatin Junior School^	898	348 (38.8%)	550 (61.2%)
International College Hong Kong Hong Lok Yuen (Primary Section)	302	112 (37.1%)	190 (62.9%)
The International Montessori School – an IMEF School	415	17 (4.1%)	398 (95.9%)
The Harbour School	107	0 (0.0%)	107 (100.0%)
Think International School	169	73 (43.2%)	96 (56.8%)
Umah International Primary School	41	2 (4.9%)	39 (95.1%)
Yew Chung International School	729	480 (65.8%)	249 (34.2%)
<b>Secondary</b>			
Concordia International School	95	21 (22.1%)	74 (77.9%)
Island School^	1 248	218 (17.5%)	1 030 (82.5%)
King George V School^	1 776	148 (8.3%)	1 628 (91.7%)
Shatin College^	1 184	443 (37.4%)	741 (62.6%)
The South Island School^	1 408	243 (17.3%)	1 165 (82.7%)
West Island School^	1 220	138 (11.3%)	1 082 (88.7%)
International College Hong Kong (New Territories)	274	84 (30.7%)	190 (69.3%)
<b>Total</b>	<b>36 635</b>	<b>6 413 (17.5%)</b>	<b>30 222 (82.5%)</b>

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport).
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Total number of students and the proportion of local and non-local students enrolled  
in international schools from 2012/13 to 2014/15 school years**

<b>School year</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage to total number of students)</b>	<b>Total number of non-local students (Percentage to total number of students)</b>
<b>Primary</b>			
2014/15	20 193	3 695 (18.3%)	16 498 (81.7%)
2013/14*	19 492	3 208 (16.5%)	16 284 (83.5%)
2012/13*	18 844	2 924 (15.5%)	15 920 (84.5%)
<b>Secondary</b>			
2014/15	16 442	2 718 (16.5%)	13 724 (83.5%)
2013/14	16 088	2 442 (15.2%)	13 646 (84.8%)
2012/13	15 530	2 074 (13.4%)	13 456 (86.6%)

\* Revised figures

**The highest, lowest and median tuition fees  
charged by international schools in the 2014/15 school year**

	Primary	Secondary
Highest	\$170,923	\$194,200
Lowest	\$5,800	\$37,800
Median*	\$106,800	\$133,800

Note:

\* In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

- End -

**CONTROLLING OFFICER'S REPLY****EDB033****(Question Serial No. 0031)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

**Question:**

Please provide a breakdown by 18 districts of the respective numbers of international school places, students enrolled and vacancies at primary and secondary levels. Generally speaking, in 2014/15 school year, as compared with the previous year, what are the additional numbers of school places at primary and secondary levels respectively, as well as the additional numbers of school places of which the medium of instruction is English or other languages and school places for students with special education needs respectively? Also, please provide the additional numbers of international school places at primary and secondary levels expected to be available in each district in the next 3 years.

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

**Reply:**

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including the English Schools Foundation schools and other private international schools), students enrolled and vacancies by the districts in which the international schools are located in the 2014/15 school year are set out at Annex for illustration purpose. Compared to the 2013/14 school year, there is an increase of around 780 primary places and 490 secondary places among the international schools.

We expect that the provision of additional international school places through the last School Allocation Exercise completed in 2013 and the ongoing Exercise on three greenfield sites and two vacant school premises will gradually materialize in the coming few years. Based on the latest projection provided by relevant schools where applicable, it is projected that around 2 390 additional places will be available between 2015/16 and 2017/18 school years. It is however worth noting that future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment, and renovation and construction works involved in school development.

Most international schools adopt English as the medium of instruction. Places in these schools in the 2014/15 school year have been increased by around 800 at primary level and 280 at secondary level when compared to the 2013/14 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese. Compared with the previous year, places in these schools have slightly decreased by around 20 places at the primary level but increased by around 210 places at the secondary level.

Places provided for students with special education needs (SEN) may vary between years depending on the number of students with such needs. In the 2014/15 school year, there are around 470 primary students and 420 secondary students with SEN studying in international schools. The corresponding numbers for the 2013/14 school year are around 400 and 330 respectively.

**Number of international school places,  
number of students enrolled and vacancies in the 2014/15 school year**

	Number of places		Number of students enrolled		Vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<b>Hong Kong</b>						
Central & Western	1 413	2 129	1 260	1 850	153	279
Wan Chai	1 890	1 336	1 769	1 108	121	228
Eastern	3 780	2 822	3 381	2 335	399	487
Southern	4 659	5 873	4 339	5 340	320	533
<i>Sub-total</i>	<i>11 742</i>	<i>12 160</i>	<i>10 749</i>	<i>10 633</i>	<i>993</i>	<i>1 527</i>
<b>Kowloon</b>						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	-	105	-	95	-	10
Kowloon City	4 450	3 263	4 041	2 930	409	333
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	760	508	717	410	43	98
<i>Sub-total</i>	<i>5 210</i>	<i>3 876</i>	<i>4 758</i>	<i>3 435</i>	<i>452</i>	<i>441</i>
<b>New Territories</b>						
Sai Kung	984	330	976	265	8	65
Sha Tin	900	1 220	898	1 184	2	36
Tai Po	1 526	-	1 065	-	461	-
North	-	340	-	274	-	66
Yuen Long	150	-	41	-	109	-
Tuen Mun	490	463	490	456	0	7
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	434	-	435	-	- 1	-
Island	890	242	781	195	109	47
<i>Sub-total</i>	<i>5 374</i>	<i>2 595</i>	<i>4 686</i>	<i>2 374</i>	<i>688</i>	<i>221</i>
<b>Total</b> (rounded to the nearest 100)	<b>22 300</b>	<b>18 600</b>	<b>20 200</b>	<b>16 400</b>	<b>2 100</b>	<b>2 200</b>

## Notes:

- (1) Figures include English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at September of the respective year.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

- End -



**CONTROLLING OFFICER'S REPLY****EDB034****(Question Serial No. 0032)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

What were the ratios of local to non-local students in sub-degree, degree and postgraduate programmes in the past 3 academic years (i.e. 2012/13 to 2014/15)? Regarding the non-local students, what are the respective percentages of students from the Mainland and rest of Asia?

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

**Reply:**

The relative percentage of local and non-local students in sub-degree (SD), undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts (HKAPA), Vocational Training Council (VTC) and self-financing institutions in the 2012/13, 2013/14 and 2014/15 academic years is as follows –

Local/non-local student ratio	2012/13		2013/14		2014/15 <sup>#</sup>	
	Local	Non-local	Local	Non-local	Local	Non-local
<b><i>UGC-funded programmes</i></b>						
SD programmes	100.0%	0.0% <sup>&amp;</sup>	100.0%	-	100.0%	0.0% <sup>&amp;</sup>
Ug programmes	89.0%	11.0%	88.6%	11.4%	88.4%	11.6%
TPg programmes	97.5%	2.5%	96.8%	3.2%	97.3%	2.7%
RPg programmes*	24.2%	75.8%	22.2%	77.8%	20.2%	79.8%
<b><i>Non-UGC-funded programmes**</i></b>						
SD programmes	99.1%	0.9%	98.9%	1.1%	98.6%	1.4%
Ug programmes	96.7%	3.3%	96.3%	3.7%	96.2%	3.8%
TPg programmes	69.5%	30.5%	65.0%	35.0%	N.A.	N.A.
RPg programmes	71.2%	28.8%	65.3%	34.7%	N.A.	N.A.

Notes:

# Provisional figures.

& Figure less than 0.05%.

\* Research postgraduate figures include only students funded by UGC within their normal study periods.

\*\* Including all self-financing programmes and publicly-funded programmes offered by HKAPA and VTC.

‘-’ denotes ‘nil’.

“N.A.” denotes “Not available”.

The respective percentage of students from the Mainland and other Asian countries/places among all non-local students in UGC-funded institutions, HKAPA, VTC and self-financing institutions in the 2012/13, 2013/14 and 2014/15 academic years are as follows –

Level of study	Place of origin <sup>@ ^</sup>	2012/13	2013/14	2014/15 <sup>#</sup>
<b>UGC-funded programmes</b>				
SD programmes	The Mainland of China	-	-	100%
	The rest of Asia	100.0%	-	-
Ug programmes	The Mainland of China	75.2%	72.9%	70.7%
	The rest of Asia	20.8%	23.4%	25.8%
TPg programmes	The Mainland of China	66.0%	77.5%	72.6%
	The rest of Asia	20.2%	12.6%	15.8%
RPg programmes*	The Mainland of China	88.8%	87.3%	86.4%
	The rest of Asia	6.5%	7.1%	7.0%
<b>Non-UGC-funded programmes **</b>				
SD programmes <sup>(1)</sup>	The Mainland of China	93.0%	92.9%	94.1%
	The rest of Asia <sup>(3)</sup>	1.8%	1.6%	0.7%
Ug programmes <sup>(1)</sup>	The Mainland of China	83.0%	78.4%	77.9%
	The rest of Asia <sup>(3)</sup>	2.3%	2.0%	1.6%
TPg programmes <sup>(2)</sup>	The Mainland of China	88.5%	91.5%	N.A.
	The rest of Asia <sup>(3)</sup>	1.2%	1.0%	N.A.
RPg programmes <sup>(2)</sup>	The Mainland of China	79.1%	82.8%	N.A.
	The rest of Asia <sup>(3)</sup>	2.2%	1.7%	N.A.

Notes:

@ Place of origin refers to the nationality of non-local students.

# Provisional figures.

\* Research postgraduate figures include only students funded by UGC within their normal study periods.

\*\* Including all self-financing programmes and publicly-funded programmes offered by HKAPA and VTC.

^ Other Asian countries/places include Korea, Malaysia, Taiwan, India, Macau, etc. Figures do not add up to 100% as they do not include non-local students from non-Asian countries/places.

‘-’ denotes ‘nil’.

“N.A.” denotes “Not available”.

(1) Includes only full-time mode of study.

(2) Includes both full-time and part-time mode of study.

(3) Includes students from Macau and Taiwan only. There are no breakdown figures on students from other parts of Asia.

- End -

**CONTROLLING OFFICER'S REPLY****EDB035****(Question Serial No. 0639)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

**Question:**

It is mentioned in the Budget Speech that “The first programme for the Earn and Learn Pilot Scheme for the Retail Industry which is run by the Vocational Training Council in collaboration with the industry commenced last September, with the first cohort of student-trainees started coursework and on-the-job training in tandem.” Would the Bureau inform this Council:

- a. please provide the implementation progress of the Earn and Learn Pilot Scheme, including the industries covered by the Scheme, the number of places under the Scheme, the number of participants, the amount of subsidy for each student, academic qualifications, average age distribution, the completion rates, the employment rates of students within three months upon completion of the Scheme, and salary level etc.
- b. whether the Vocational Training Council has any plan to conduct a comprehensive review of the effectiveness of the Earn and Learn Pilot Scheme to assist in job-matching, follow up the training progress of the students, and explore the possibility of extending the Pilot Scheme to cover more trades and industries.

Asked by: Hon CHIANG Lai-wan (Member Question No. 26)

**Reply:**

- a. The Pilot Training and Support Scheme (Pilot Scheme) (also known as the Earn and Learn Pilot Scheme in the Vocational Training Council (VTC)) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the VTC has started to implement the Pilot Scheme starting from the 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners. The Pilot Scheme will benefit 2 000 students in total.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student. The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation. Upon the completion of apprenticeship training under the Pilot Scheme, students can normally attain a Diploma in Vocational Education (Level 3 of Qualifications Framework).

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

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

As at February 2015, the electrical and mechanical services trades of the construction industry, printing industry, clock and watch industry and automobile industry have joined the Pilot Scheme with 377 apprentices in total. Most apprentices are aged from 15 to 19 years old.

Separately, with the funding approval of the Legislative Council Finance Committee in July 2014 on the recommendation of the Task Force on Manpower Development of the Retail Industry, the VTC has rolled out the Earn and Learn Pilot Scheme for the retail industry (Retail Pilot Scheme) starting from the 2014/15 academic year and targeting Secondary 6 school leavers who will undertake coursework and on-the-job training in tandem. Those who successfully complete an 18-month programme will be awarded a Foundation Diploma (Level 3 of Qualifications Framework); those who successfully complete a 30-month programme will be awarded a Higher Diploma (Level 4 of Qualifications Framework). The Government will offer each student-worker an average monthly allowance of \$2,000. The Retail Pilot Scheme plans to offer 1 500 places in total. As at 11 March 2015, there were 198 student-workers. Their age breakdown is as follows -

Age Group	No. of Student-workers
16~20	174
21~25	23
26~30	1
Over30	0

As the first cohort of participants of the Schemes mentioned above has yet to complete the training, information on the completion rate, employment rate and salary level is not yet available.

- b. VTC will regularly liaise with employers and follow up with students' work place performance. The operation of the above Schemes will also be reviewed in due course. Meanwhile, VTC will explore extending the Pilot Scheme to other industries which fulfill the criteria mentioned in part a above.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB036**

**(Question Serial No. 0645)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

It is learnt that the Task Force on Promotion of Vocational Education under the EDB is vigorously identifying ways to further promote the attractiveness of vocational education as one of the multiple pathways. And proposals will be put forward in mid-2015. Will the Bureau provide the expenditure and manpower planning of the Task Force on Promotion of Vocational Education, as well as the progress of its related work?

Asked by: Hon CHIANG Lai-wan (Member Question No. 32)

**Reply:**

Vocational education plays a pivotal role in integrating education and employment. It provides young people and in-service personnel with comprehensive and diversified opportunities in articulation and career development, nurturing the requisite human capital in support of Hong Kong's development. We consider it necessary to step up efforts in promoting vocational education to the public, raising their awareness of vocational education and enabling them to recognise its value. To this end, the Task Force on Promotion of Vocational Education (Task Force) was set up in June 2014 with a view to mapping out a strategy to promote vocational education in the community.

Since its establishment, the Task Force has held several meetings and conducted a series of public engagement activities to measure the stakeholders' perception towards vocational education and gauge their views on how to better promote vocational education in Hong Kong. The Task Force has also made reference to good local and overseas practices in promoting vocational education. The Task Force will submit a report to the Secretary for Education in mid-2015 with a strategy and concrete proposals to raise the awareness and gain recognition of vocational education in the community. The Government will examine and consider the report then.

The Education Bureau is providing secretariat support to the Task Force using existing manpower resources.

--END--

**CONTROLLING OFFICER'S REPLY****EDB037****(Question Serial No. 0646)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

Starting from the 2014/15 school year, the Bureau spends over \$200 million every year on providing public sector schools and Direct Subsidy Scheme (DSS) secondary schools operating classes at senior secondary levels with the Career and Life Planning Grant (the Grant), aiming at enhancing the manpower and services of life planning education and career guidance. Please inform this Committee on the implementation progress and whether any performance indicators will be made available to assess the effectiveness of life planning education and career guidance services.

Asked by: Hon CHIANG Lai-wan (Member Question No. 33 )

**Reply:**

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided each public sector school and Direct Subsidy Scheme school operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. Within the first six months of the 2014/15 school year, EDB has conducted advisory visits to about 140 schools. Based on the observations from the school visits, it is found that

- i. schools are taking forward life planning education in a more systematic and co-ordinated manner, embracing a paradigm shift from career information dissemination to embodying the essence of life planning education through a holistic approach;
- ii. schools in general have developed a self-improvement framework on career guidance by making reference to the cyclic process of "Planning–Implementation–Evaluation";
- iii. work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism are in place. Schools have also adopted a variety of evaluation tools and methods to assess the contents of their life planning programmes taking into consideration students' interests and developmental needs; and
- iv. majority of schools have included major learning elements of life planning education, such as self-awareness, self-understanding and goal-setting in their school-based career guidance programmes.

EDB has provided school personnel with some suggested items for evaluating the work plan on life planning education and career guidance. Details are set out in Appendix 1 of Education Bureau Circular No. 6/2014. Schools may formulate strategies and build up monitoring/evaluation mechanism for continuous development having regard to school-based needs.

EDB will conduct advisory visits to all secondary schools in the next two school years to track progress and to provide professional support to them. The information and feedback collected would facilitate EDB to disseminate good practices and review the implementation of life planning education in secondary schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB038****(Question Serial No. 0650)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

It is stated under Programme (2) Primary Education and Programme (3) Secondary Education that the "Matters Requiring Special Attention in 2015-16" will include continued efforts to expand the School-based Educational Psychology Service, with the target of covering all public sector primary and secondary schools by the 2016/17 school year. In this connection, please provide the following information:

1. the respective latest coverage of School-based Educational Psychology Service in primary and secondary schools;
2. the expenditure involved in providing School-based Educational Psychology Service for the past 3 years and the estimated expenditure for 2015-16 and 2016-17; and
3. the average time taken by school-based educational psychologists and the Educational Psychology Service Section of the Education Bureau to conduct an assessment for students with special educational needs (from receipt of a referral to completion of assessment report) in the past 3 years.

Asked by: Hon CHIANG Lai-wan (Member Question No. 37)

**Reply:**

(1)

In the 2014/15 school year, 341 public sector primary schools and 308 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 75% and 78% of all public sector primary and secondary schools respectively.

(2)

The expenditure involved in the provision of SBEPS for public sector primary and secondary schools for the past three years (i.e. for the 2012/13 to 2014/15 school years) and for the 2015/16 and 2016/17 school years is tabulated below.

School Year	2012/13 (actual)	2013/14 (actual)	2014/15 (revised estimate)	2015/16 (estimate)	2016/17 (estimate)
Expenditure (\$ million)	56	72	85	112	132

(3)

In the past three years, about 80% of the cases referred to EPs were assessed within two months and over



90% of them were assessed within five months. The remaining cases with a longer waiting time for assessment were due to some specific circumstances, such as cases where parents requested to defer the assessment, or the assessment had to be held up pending the students' medical treatment. For every referral given formal assessment, an EP report will be prepared within three months for the schools concerned for arrangement of appropriate support service.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB039**

**(Question Serial No. 0836)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

1. What is the estimated amount of resources to be allocated by the Education Bureau for promotion of the use of information technology in teaching in secondary and primary schools for 2015-16? What are the specific measures?
2. Currently, how many government or subsidised secondary and primary schools in Hong Kong have Wi-Fi services and cloud services of their own which allow students to access the internet to obtain learning resources anytime?

Asked by: Hon CHUNG Shu-kun, Christopher (Member Question No. 13)

**Reply:**

1. We have proposed earmarking a total provision of \$105 million for implementation of the "Fourth Strategy on Information Technology in Education". The estimated expenditure for 2015-16 is \$51 million, including \$40 million as one-off grant for about 400 schools (which are prepared to use e-textbooks or other e-learning resources in the 2015/16 school year) to acquire mobile computing devices; \$10 million for Hong Kong Education City Limited to acquire e-learning resources; and \$1 million for other support measures, such as engagement of contract staff for project management. Besides, we provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. The total amount of CITG estimated for 2015-16 is \$353 million. For the about 400 schools which are prepared to use e-textbooks or other e-learning resources in the 2015/16 school year, we will disburse an enhanced CITG of \$70,000 on average per school for subscription of WiFi services.
2. According to surveys conducted on information technology in education in 2012 and 2013, less than 10% of the public sector schools were sufficiently equipped with WiFi connectivity in the classroom to effectively use e-textbooks or e-learning resources. With the funding provided to 100 schools under the "Support Scheme for e-Learning in Schools" in early 2014, the WiFi infrastructure enhancement works for these 100 schools have been completed by mid-January 2015 as scheduled. As regards the remaining some 900 public sector schools, it is our plan under the "Fourth Strategy on Information Technology in Education" to provide funding to them for enhancing the WiFi infrastructure enhancement in the coming three school years starting 2015/16.

We have not collected any statistics on the number of public sector schools in Hong Kong using cloud services.

- End -

**CONTROLLING OFFICER'S REPLY****EDB040****(Question Serial No. 0840 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

- As at the 2014/15 school year, what is the number of secondary schools that teach Chinese History as an independent subject throughout the three-year (S1 to S3) junior secondary level? What is the number of secondary schools that teach Chinese History as an independent subject for only one year? Please also provide their percentage share in the total number of secondary schools in Hong Kong.
- Please provide the number of secondary schools using the following modes to teach Chinese History and their percentage share: (a) combine Chinese History with History; (b) combine Chinese History with Integrated Humanities; (c) Chinese History remains as an independent subject.

Asked by: Hon CHUNG Shu-kun, Christopher (Member Question No. 17)

**Reply:**

- In the 2014/15 school year, there are 391 secondary schools that teach Chinese History as an independent subject at the junior secondary level (S1-S3). The detailed breakdown is as follows:

	Number of schools	Percentage share in the total number of secondary schools in Hong Kong*
Secondary schools that teach Chinese History as an independent subject throughout the three-year (S1 to S3) junior secondary level	349	78.6%
Secondary schools that teach Chinese History as an independent subject for only one year	24	5.4%
Secondary schools that teach Chinese History as an independent subject for two years	18	4.1%

\* The total number of government, aided, caput and direct subsidy scheme secondary schools in Hong Kong in the 2014/15 school year is 444, excluding special schools, private independent schools, private independent schools (non-local curriculum), private schools and senior secondary schools.

- The number and percentage share of secondary schools using the respective modes of curriculum organisation\*\* as mentioned in question 2 to teach Chinese History are as follows:

	Number of schools	Percentage share in the total number of secondary schools in Hong Kong*
(a) combine Chinese History with History	31	7%
(b) combine Chinese History with Integrated Humanities	34	7.7%
(c) Chinese History remains as an independent subject	391	88%

\* Some schools adopt more than one mode to teach Chinese History. For the 31 schools which use mode (a) combine Chinese History with History, 12 schools (2.7%) use this mode for only one or two years and offer Chinese History as an independent subject during the other year(s). For example, some schools combine Chinese History with History in S1 and 2, and offer Chinese History as an independent subject in S3. Because of this overlap, not only is the total number of schools greater than 444 but also the sum of the percentage share of schools using modes (a), (b) and (c) is larger than 100%.

\*\* It has been stipulated in the curriculum document *Personal, Social and Humanities Education Key Learning Area Curriculum Guide* (P1-S3)(2002) that “Regardless of the mode of curriculum organization a school adopts in organizing the S1-3 PSHE curriculum, schools should devote one quarter of the total curriculum time spent on PSHE to the learning and teaching of Chinese history and culture”, i.e., about 2 periods per week for each year. Furthermore, all schools should make reference to the curriculum framework in the same Curriculum Guide and incorporate essential learning elements of Chinese history into the curriculum modes that are used.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB041**

**(Question Serial No. 0843)**

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

Question:

1. Please state the number and name of the publicly-funded universities and private universities with a separate Department of History as at this semester;
2. Please state the number of new intakes majoring in History in the respective publicly-funded universities or private universities in the past five years;
3. Please provide the situation and types of employment of History graduates of respective universities in the past five years.

Asked by: Hon CHUNG Shu-kun, Christopher (Member Question No. 20)

Reply:

1. Amongst the nine publicly-funded and self-financing universities in Hong Kong, Hong Kong Baptist University, Hong Kong Shue Yan University, Lingnan University, The Chinese University of Hong Kong and The University of Hong Kong have respectively established a distinct department of history.
2. The number of first-year first-degree intakes and senior year intakes of full-time undergraduate programmes related to history offered by the above-mentioned universities in the past five years is at Annex A.
3. The employment situation of graduates of full-time undergraduate programmes related to history offered by the above-mentioned universities in the past five years is at Annex B.

**First-year first-degree intakes and senior year intakes of full-time UGC-funded undergraduate programmes related to history<sup>1</sup> offered by HKBU, LU, CUHK and HKU**

**2010/11 to 2014/15 academic years**

	University	2010/11	2011/12	2012/13*	2013/14	2014/15^
First-year first-degree student intakes	HKBU	52	56	118	55	56
	LU	31	31	61	31	31
	CUHK	51	49	105	58	53
	HKU	49	47	97	47	52
	Sub-total	184	187	396	200	199
Senior year student intakes	HKBU	3	2	3	6	11
	LU	2	1	1	3	6
	CUHK	7	4	3	6	5
	HKU	4	4	5	7	8
	Sub-total	16	11	12	22	35
<b>Total</b>		<b>200</b>	<b>198</b>	<b>408</b>	<b>222</b>	<b>235</b>

Notes:

1. Programmes related to history (including Chinese history and world history) are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded universities.
2. Since some UGC-funded programmes are mapped to more than one APC, student intake figures of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
3. \*To tie in with the implementation of the new academic structure, UGC-funded universities have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. ^ Provisional figures.
5. Abbreviations are as follows:  
 HKBU      Hong Kong Baptist University  
 LU         Lingnan University  
 CUHK      The Chinese University of Hong Kong  
 HKU        The University of Hong Kong

**First-year first-degree intakes of full-time locally-accredited self-financing undergraduate programme related to history<sup>1</sup> offered by the Hong Kong Shue Yan University**

**2010/11 to 2014/15 academic years**

2010/11	2011/12	2012/13	2013/14	2014/15
52	56	118	55	56

**Employment situation of graduates of full-time UGC-funded undergraduate programmes related to history<sup>1</sup> offered by HKBU, LU, CUHK and HKU**

**2008/09 to 2012/13 academic years**

Academic Year	University	All graduates	Total responses from all graduates		Employment situation					
		No.	No.	%	Full-time Employment		Further studies		Other	
					No.	%	No.	%	No.	%
2008/09	HKBU	60	59	(100%)	41	(69%)	13	(22%)	5	(8%)
	LU	35	35	(100%)	22	(63%)	6	(17%)	7	(20%)
	CUHK	66	57	(100%)	36	(63%)	14	(25%)	7	(12%)
	HKU	59	54	(100%)	38	(71%)	10	(19%)	6	(10%)
	<b>Total</b>	<b>220</b>	<b>205</b>	<b>(100%)</b>	<b>137</b>	<b>(67%)</b>	<b>43</b>	<b>(21%)</b>	<b>25</b>	<b>(12%)</b>
2009/10	HKBU	55	53	(100%)	39	(74%)	10	(19%)	4	(8%)
	LU	35	34	(100%)	31	(91%)	2	(6%)	1	(3%)
	CUHK	63	51	(100%)	34	(67%)	12	(24%)	5	(10%)
	HKU	58	55	(100%)	41	(76%)	7	(13%)	6	(11%)
	<b>Total</b>	<b>211</b>	<b>193</b>	<b>(100%)</b>	<b>145</b>	<b>(75%)</b>	<b>31</b>	<b>(16%)</b>	<b>16</b>	<b>(8%)</b>
2010/11	HKBU	66	64	(100%)	53	(83%)	9	(14%)	2	(3%)
	LU	34	33	(100%)	22	(67%)	9	(27%)	2	(6%)
	CUHK	79	57	(100%)	35	(61%)	17	(30%)	5	(9%)
	HKU	57	52	(100%)	40	(77%)	8	(15%)	4	(8%)
	<b>Total</b>	<b>236</b>	<b>206</b>	<b>(100%)</b>	<b>150</b>	<b>(73%)</b>	<b>43</b>	<b>(21%)</b>	<b>13</b>	<b>(6%)</b>
2011/12	HKBU	58	54	(100%)	48	(89%)	1	(2%)	5	(9%)
	LU	28	28	(100%)	24	(86%)	3	(11%)	1	(4%)
	CUHK	72	64	(100%)	49	(77%)	10	(16%)	5	(8%)
	HKU	56	49	(100%)	38	(77%)	6	(12%)	5	(10%)
	<b>Total</b>	<b>214</b>	<b>195</b>	<b>(100%)</b>	<b>159</b>	<b>(82%)</b>	<b>20</b>	<b>(10%)</b>	<b>16</b>	<b>(8%)</b>
2012/13	HKBU	59	58	(100%)	47	(81%)	7	(12%)	4	(7%)
	LU	33	33	(100%)	27	(82%)	4	(12%)	2	(6%)
	CUHK	70	56	(100%)	36	(64%)	14	(25%)	6	(11%)
	HKU	53	47	(100%)	35	(74%)	8	(17%)	4	(8%)
	<b>Total</b>	<b>215</b>	<b>194</b>	<b>(100%)</b>	<b>145</b>	<b>(75%)</b>	<b>33</b>	<b>(17%)</b>	<b>16</b>	<b>(8%)</b>

Notes:

- Programmes related to history (including Chinese history and world history) are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded universities.**
- The employment information of graduates from full-time UGC-funded programmes in a given year is collected through the Graduate Employment Survey which is conducted annually by the UGC-funded universities with a time frame up to December of the same year.
- Since some UGC-funded programmes are mapped to more than one APC, student intake figures of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number. As

such, figures may not add up to the corresponding totals.

4. Percentages may not add up to 100% owing to rounding.

5. Abbreviations are as follows:

HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKU	The University of Hong Kong

**Employment situation of graduates of full-time locally-accredited self-financing undergraduate programme related to history<sup>1</sup> offered by the Hong Kong Shue Yan University**

**2008/09 to 2012/13 academic years**

Academic Year	Total responses from all graduates		Employment situation			
			Employed		Further studies / Others	
	No.	%	No.	%	No.	%
2008/09	11	(100%)	10	(91%)	5	(9%)
2009/10	34	(100%)	20	(59%)	7	(41%)
2010/11	44	(100%)	31	(70%)	7	(30%)
2011/12	63	(100%)	48	(76%)	6	(24%)
2012/13	60	(100%)	46	(77%)	25	(23%)

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB042**

**(Question Serial No. 0849)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

It is mentioned in the 157 paragraph of the current Policy Address that the Administration plans to provide a subsidy for students to join at least one Mainland exchange programme each in the primary and secondary stages. What is the amount of funding earmarked by the Administration for this programme? What are the kinds of places or provinces and cities in the Mainland that the Administration plans to arrange the exchange programme for students?

Asked by: Hon CHUNG Shu-kun, Christopher (Member Question No. 26)

**Reply:**

The estimated expenditure for providing Mainland exchange programmes (MEPs) for primary and secondary students in 2015-16 is \$83.7 million.

In line with the existing practice, different types of MEPs including those commissioned by the Education Bureau (EDB) and those organised by schools under EDB's subvention schemes, will continue to cover different provinces and cities in the Mainland.

- End -

**CONTROLLING OFFICER'S REPLY****EDB043****(Question Serial No. 0850)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

It is mentioned in this year's Policy Address that "Undergrad", the official magazine of the Hong Kong University Students' Union, is suspected of spreading the idea of Hong Kong independence. In fact, since the current-term HKSAR Government took office, some members of teaching staff and student unions of local universities have taken the opportunity to advocate and spread the idea of Hong Kong independence and provoked students' anti-Chinese sentiment, often under the pretences of engaging in academic research and social movements, etc. This tends to be more and more severe after last year's unlawful occupation movement came to an end. In this connection, will the Education Bureau reserve any provision and draw up any plans in the next year to enhance students' understanding of the Basic Law and to publicise the fallacies and harmful impact of the idea of Hong Kong independence in campus?

Asked by: Hon CHUNG Shu-kun, Christopher (Member Question No. 27)

**Reply:**

To cultivate students' understanding of the Basic Law, additional and updated learning and teaching resources to enhance schools' implementation of Basic Law education will be developed by the Education Bureau (EDB) in 2015-16. An "Effective Use of 'Let's Learn the Basic Law' Learning Package", which is a collection of schools' good practices, will be developed and distributed to all primary schools in 2015. A "Basic Law Audio-visual Learning and Teaching Package" for junior secondary and senior primary students are also being developed to further deepen students' knowledge on the Basic Law. Moreover, a "Basic Law Inter-school Competition" will also be organised in May 2015 to arouse students' interest in studying the Basic Law. To enhance teachers' understanding of the concepts of the Basic Law as well as strategies for using the learning packages and web-based resources in learning and teaching, professional development programmes will be organised regularly. At the tertiary level, EDB implements the "Basic Law Promotion Funding Scheme for Tertiary Institutions" to fund worthwhile projects proposed by tertiary institutions, their students and staff or other non-profit making organisations for promoting the awareness and understanding of the Basic Law among students and staff of local tertiary institutions. The total estimated expenditure of EDB for promoting Basic Law education in 2015-16 is \$4.92 million. The amount is absorbed by the recurrent provision of EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB044**

**(Question Serial No. 1389)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

1. In the past five years, what was the Education Bureau's expenditure on the promotion of teaching the Chinese Language with Putonghua (including school-based and external curriculum) in both secondary and primary schools? Please provide a list of the funded schools and activities and the amount of funding involved.
2. What is the estimated expenditure of this year?
3. According to the Estimates of this year, what is the amount involved in supporting new curriculum on teaching the Chinese Language with Putonghua? Please provide a list of the funded schools and the amount of funding involved.

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 3)

Reply:

The Government is committed to promoting trilingualism, i.e. nurturing students' ability to communicate effectively in English, Cantonese and Putonghua. The Chinese Language Education Key Learning Area provides a primary Chinese Language curriculum and a secondary Chinese Language curriculum under one central curriculum framework. The central curriculum framework gives schools and teachers the flexibility to plan and develop a range of diverse strategies to meet their students' varied needs. In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances.

In the 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which wished to try out using Putonghua to teach the Chinese Language subject. The Support Scheme was carried out in four phases, providing support to 40 schools, both primary and secondary, in each phase. Applications from schools were invited once every year from the 2008/09 to 2011/12 school years. Each school received support for three consecutive school years. Details are tabulated below:

School Year	Phase 1	Phase 2	Phase 3	Phase 4
2008/09	40 schools (10 secondary & 30 primary)			
2009/10	ditto	40 schools (6 secondary & 34 primary)		
2010/11	ditto	ditto	40 schools (6 secondary & 34 primary)	
2011/12		ditto	ditto	40 schools (6 secondary & 34 primary)
2012/13			ditto	ditto
2013/14				ditto

The support measures given to schools included: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using Putonghua to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers' exposure to different teaching practices. In addition, a supply teacher grant was also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. A total of \$182.2 million from the Language Fund was expended to finance the above support measures and supply teacher grant from the 2009/10 to 2014/15 school years. Details are tabulated below:

School Year	Expenditure (\$ million)
2009/10	36.6
2010/11	51.6
2011/12	48.8
2012/13	30.1
2013/14	14.5
2014/15 (up to January 2015) *	0.6
Total	182.2

As the Support Scheme was a pilot scheme and was completed in August 2014, no further expenditure on the Scheme is expected in 2015-16. However the Education Bureau continues to give schools professional support on teaching the Chinese Language subject irrespective of whether the schools' medium of instruction is Putonghua or Cantonese. The expenditure is absorbed within the resources of the Education Bureau.

\* The expenditure incurred in the 2014/15 school year was to cover the manpower resources required to undertake administration work relating to the Support Scheme after its completion.

**CONTROLLING OFFICER'S REPLY****EDB045****(Question Serial No. 1397)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

The Bureau estimates that the number of kindergarten students will increase to 187 200 in the 2015/16 school year. In this regards, please list out the number of cross-boundary kindergarten students and the school places to be provided by District Council districts in the 2015/16 school year.

District Council Districts	No. of Cross-boundary Students	No. of School Places to be Provided

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 18)

**Reply:**

The Education Bureau (EDB) collects information on the number of cross-boundary students attending schools in selected districts in September after the commencement of the new school year. Hence, we are not able to provide the figures for the coming 2015/16 school year at this stage.

The projected supply of kindergarten (KG) places by District Council districts in the 2015/16 school year is tabulated below. It should be noted that the figures are mainly based on the number of KG places offered in the 2014/15 school year; the estimated number of places that could be offered in existing vacant registered classrooms of KGs (including child care centre portions) based on permitted accommodation of the classrooms; and the number of KGs to commence or cease operation in coming years known to EDB at the time of projection.

District	Projected number of KG places
Central & Western	9 400
Wan Chai	8 900
Eastern	20 000
Southern	9 300
Yau Tsim Mong	9 400
Sham Shui Po	13 300
Kowloon City	32 400
Wong Tai Sin	10 500
Kwun Tong	17 300
Sai Kung	12 500

District	Projected number of KG places
Sha Tin	18 800
Tai Po	8 300
North	13 900
Yuen Long	20 000
Tuen Mun	15 200
Tsuen Wan	9 800
Kwai Tsing	13 600
Islands	5 500

- End -

**CONTROLLING OFFICER'S REPLY****EDB046****(Question Serial No. 1398)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

What were the expenditures for promoting national education in the past 3 years (i.e. 2012/13 to 2014/15 school years)? What is the estimated expenditure for promoting national education in the 2015/16 school year?

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 22)

**Reply:**

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. While staffing and expenditure for most of these items are absorbed by the recurrent expenditure of the Education Bureau, expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past three school years (from 2012/13 to 2014/15) and the 2015/16 school year is as follows:

School Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2012/13	33.0	1.0
2013/14 <sup>#</sup>	37.2	1.3
2014/15 <sup>*</sup>	56.9	1.3
2015/16 <sup>++</sup>	88.9	1.2

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditures of the Education Bureau

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

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

- End -

**CONTROLLING OFFICER'S REPLY****EDB047****(Question Serial No. 2937)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

With regard to the provision of additional resources for implementing integrated education in mainstream primary and secondary schools, please list out, by district, the following information in the past 5 years (from the 2010/11 to 2014/15 school years):

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

	Primary Schools					Secondary Schools				
Provision of Learning Support Grant(\$)	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
0 – 100,000										
100,001 – 300,000										
300,001 – 500,000										
500,001 – 700,000										
700,001 – 900,000										
900,000										



- below 1,000,000										
1,000,000										
1,000,001 - 1,200,000										
1,200,001 - 1,400,000										
1,400,001 - below 1,500,000										
1,500,000										

(b) regarding the Integrated Education Programme in Whole School Approach, take 10 students being admitted as a group, list out the number of primary and secondary schools that provide tier-2 and tier-3 support;

(c) the number of primary and secondary schools joining the School-based Educational Psychology Service;

(d) the annual total provision for the Enhanced Speech Therapy Grant, and the number of primary and secondary schools being allocated with basic grant and top-up grant;

(e) the number of primary and secondary schools joining the Intensive Remedial Teaching Programme for primary schools and the Integrated Education Programme, the number of students benefited from the programmes, the number of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per place;

(f) the number of schools being provided with additional teachers to cater for low academic achievers in secondary schools, and the number of additional teachers hired;

(g) a breakdown by district of the number of primary and secondary schools being provided with Intensive Support Grant for hardcore students with special educational needs, and the annual total provision; and

(h) the total provision of Top-up Fund and the number of primary and secondary schools benefited.

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

Reply:

(a) to (h)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant (LSG), Enhanced Speech Therapy Grant (ESTG), additional teachers and funding under the Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for

hardcore cases, etc. Professional support is also provided for schools on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists.

The provision of the above mentioned additional resources and professional support is based on various parameters such as the number of students with SEN, their level of support required, the number of classes or by applications of individual schools when need arises, but irrespective of the districts of schools. Hence, we are unable to breakdown the provision by district. The number of mainstream public sector primary and secondary schools eligible for LSG by the required range of provision from the 2010/11 to 2014/15 school years is set out at Appendix 1.

All schools are requested to adopt the Whole School Approach to support students with SEN through a 3-Tier Intervention Model, taking into account their support needs. Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model.

The requested statistics on School-based Educational Psychology Service, ESTG, IRTP, IE Programme and additional teachers for supporting low academic achievers from the 2010/11 to 2014/15 school years are set out at Appendix 2.

As for Intensive Support Grant for hardcore cases and Top-up Fund for procurement of special furniture and equipment mentioned above, they are provided for individual schools on an application basis to meet the specific needs of individual students with SEN. In other words, not all schools and students with SEN are receiving the same resource provisions and the funding involved can vary among schools and across years. Hence, providing the total expenditure and number of schools receiving these additional resources separately is not meaningful and can be misleading.

**Distribution of public sector primary and secondary schools according to the specific range of Learning Support Grant (LSG) allocated from the 2010/11 to 2014/15 school years**

Amount of LSG allocated (\$)	Number of primary schools					Number of secondary schools				
	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15
0 - 100,000	5	2	4	4	2	66	56	73	54	38
100,001 - 300,000	41	40	38	31	11	120	125	127	124	88
300,001 - 500,000	116	115	118	115	108	79	74	65	75	73
500,001 - 700,000	69	63	64	54	27	29	49	61	49	43
700,001 - 900,000	40	56	59	62	49	21	19	26	42	43
900,001 – Below 1,000,000	7	3	10	16	20	3	7	7	15	22
1,000,000	5	9	8	0	0	4	9	20	0	0
1,000,001 - 1,200,000	-	-	-	13	38	-	-	-	12	27
1,200,001 - 1,400,000	-	-	-	6	33	-	-	-	7	25
1,400,001 - Below 1,500,000	-	-	-	0	8	-	-	-	0	4
1,500,000	-	-	-	0	8	-	-	-	4	20

Note: To enhance the support for schools having admitted larger number of students with SEN, EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year.

**Table 1**

**Number of public sector primary and secondary schools receiving School-based Educational Psychology Service from the 2010/11 to 2014/15 school years**

	2010/11	2011/12	2012/13	2013/14	2014/15
Primary schools	210	234	271	297	341
Secondary schools	203	228	259	282	308

**Table 2**

**Total expenditure of Enhanced Speech Therapy Grant (ESTG) and number of primary schools provided with Basic Grant and Top-up Grant from the 2010/11 to 2014/15 school years**

	2010/11	2011/12	2012/13	2013/14	2014/15
Number of schools	448	452	452	452	452
Total provision (\$ million)	41.6	45.6	48.1	51.5	54.4

Note: ESTG is provided to government and aided primary schools that have students with speech and language impairment (SLI) enrolled. Schools will be provided with Basic Grant and Top-up Grant according to the number of approved classes and the number of moderate or severe cases respectively each year. A few schools are not provided with the Top-up Grant because they do not have moderate or severe cases. Secondary schools are advised to utilize the LSG to support their students with SLI.

**Table 3**

**A. Number of primary schools and additional teachers of the Intensive Remedial Teaching Programme (IRTP) from the 2010/11 to 2014/15 school years**

	2010/11	2011/12	2012/13	2013/14	2014/15
Number of primary schools	269	259	253	251	250
Number of additional teachers	436	421	410	403	398

**B. Number of schools, additional teachers and learning support assistants of the Integrated Education (IE) Programme from the 2010/11 to 2014/15 school years**

	2010/11	2011/12	2012/13	2013/14	2014/15
Number of primary schools	27	27	27	27	27
Number of additional teachers in primary schools	24	23	23	23	23
Number of learning support assistants in primary schools	21	21	21	21	23
Number of secondary schools	17	15	15	11	9
Number of additional teachers in secondary schools	16	14	14	10	9
Number of learning support assistants in secondary schools	11	12	11	10	9

Note:

1. Since the introduction of the New Funding Mode (NFM) in the 2003/04 school year, schools operating IRTP and IE Programme have been encouraged to switch to NFM to enjoy greater flexibility in the use of resources in supporting students with SEN.
2. The number of students under the IRTP and IE Programme is only for calculation of additional manpower to be provided to the schools concerned. In actual practice, irrespective of the funding mode adopted, under the Whole School Approach to integrated education, schools should deploy the additional manpower to render appropriate support for students in need. Hence, students with SEN both within and outside the IRTP and IE Programme should benefit from such additional resources. As such, providing the number of students under the Programmes and the unit cost for these Programmes is not meaningful and can be misleading.

**Table 4**

**Number of public sector secondary schools provided with additional teachers for supporting low academic achievers and number of additional teachers provided from the 2010/11 to 2014/15 school years**

	2010/11	2011/12	2012/13	2013/14	2014/15
Number of schools provided with additional teachers to support low academic achievers	260	257	258	252	256
Number of additional teachers provided	686	657	620	592	577

- End -

**CONTROLLING OFFICER'S REPLY****EDB048****(Question Serial No. 2938)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

**Question:**

1. Please give a breakdown of the number of classes at each level, number of students, the student unit cost, the class-to-teacher ratio and teacher-to-student ratio for the past 5 years (2010/11 to 2014/15 school years) and the coming year (2015/16) respectively by types of special schools.
2. Please provide information on the establishment and details of all supporting staff such as speech therapists, etc., and details of schools which have actually employed or are unable to employ those staff for the past 5 years (2010/11 to 2014/15 school years) and the coming year (2015/16) respectively by types of special schools.

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

**Reply:**

1. The number of classes, number of students, average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio of each type of special schools from the 2010/11 to 2014/15 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools in the 2015/16 school year are tabulated below. As calculation of the class-to-teacher ratio and teacher-to-student ratio is based on the actual number of classes and students and the calculation of the unit cost per school place is based on the actual operating cost of the school, we are unable to provide these figures for different types of special schools for the 2015/16 school year at this stage.

School Type	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	130
Hearing Impairment	14	90
Physical Disability	104	930
Mild Intellectual Disability	222	3 100
Moderate Intellectual Disability	204	1 900
Severe Intellectual Disability	102	710
School for Social Development	83	590
Hospital School	33	260

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

2. Special schools are provided with non-teaching specialist staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braillists according to the needs of their students. The specialist staff establishments of different types of special schools from the 2010/11 to 2014/15 school years are set out at Appendix 2. As the calculation of the specialist staff establishment is based on the actual number of classes being operated, we are unable to provide these figures for the 2015/16 school year at this stage. Please note that to address potential recruitment difficulties, special schools may encash different number of vacant posts of speech therapist, physiotherapist, occupational therapist and school nurse to employ qualified temporary staff or hire speech therapy/occupational therapy/physiotherapy/nursing services to meet the needs of their students. In other words, special schools have the flexibility to employ these specialist staff on the establishment or make use of the cash grant to hire specialist service. As such, providing details of schools which have actually employed or are unable to employ those staff under the establishment may be misleading.

**Number of Classes, Number of Students, Average Unit Cost per School Place,  
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools  
in the 2010/11 to 2014/15 School Years**

School Type	2010/11 School Year					2011/12 School Year					2012/13 School Year				
	No. of Classes	No. of Students (as at September 2010)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2011)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2012)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	143	\$174,500	1 : 2.5	1 : 3.8	15	126	\$197,500	1 : 2.5	1 : 3.4	15	122	\$213,000	1 : 2.5	1 : 3.3
Hearing Impairment	18	136	\$207,000	1 : 2.2	1 : 3.4	18	145	\$221,000	1 : 2.2	1 : 3.6	17	129	\$254,000	1 : 2.3	1 : 3.3
Physical Disability	94	877	\$218,000	1 : 1.9	1 : 4.9	102	932	\$230,000	1 : 1.9	1 : 4.8	101	929	\$249,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability <sup>Note</sup>	183	3 072	\$110,000	1 : 2.4	1 : 7.1	192	3 116	\$122,500	1 : 2.4	1 : 6.8	198	3 122	\$140,000	1 : 2.4	1 : 6.6
Moderate Intellectual Disability <sup>Note</sup>	183	1 697	\$185,000	1 : 2.2	1 : 4.2	192	1 756	\$198,500	1 : 2.2	1 : 4.1	193	1 786	\$216,500	1 : 2.2	1 : 4.1
Severe Intellectual Disability	105	749	\$242,500	1 : 1.8	1 : 4.0	104	746	\$263,000	1 : 1.8	1 : 4.0	103	729	\$278,000	1 : 1.8	1 : 3.9
School for Social Development	74	710	\$113,500	1 : 1.9	1 : 5.0	80	775	\$120,000	1 : 1.9	1 : 5.0	80	769	\$137,500	1 : 1.9	1 : 5.0
Hospital School	32	358	\$129,000	1 : 1.8	1 : 6.3	33	348	\$138,000	1 : 1.8	1 : 5.9	33	297	\$153,000	1 : 1.8	1 : 4.9

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.*



**Number of Classes, Number of Students, Average Unit Cost per School Place,  
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools  
in the 2010/11 to 2014/15 School Years**

School Type	2013/14 School Year					2014/15 School Year				
	No. of Classes	No. of Students (as at September 2013)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2014)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	124	\$229,000	1 : 2.5	1 : 3.3	15	126	\$258,500	1 : 2.5	1 : 3.4
Hearing Impairment	16	111	\$262,500	1 : 2.5	1 : 3.0	15	102	\$279,000	1 : 2.3	1 : 3.0
Physical Disability	102	936	\$254,000	1 : 2.0	1 : 4.7	102	921	\$279,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability <sup>Note</sup>	206	3 098	\$145,500	1 : 2.4	1 : 6.3	214	3 051	\$171,000	1 : 2.4	1 : 5.9
Moderate Intellectual Disability <sup>Note</sup>	196	1 822	\$218,000	1 : 2.3	1 : 4.1	200	1 865	\$239,500	1 : 2.3	1 : 4.1
Severe Intellectual Disability	99	704	\$281,000	1 : 1.8	1 : 3.9	100	691	\$313,000	1 : 1.8	1 : 3.8
School for Social Development	80	744	\$134,000	1 : 1.9	1 : 4.9	82	632	\$149,000	1 : 1.9	1 : 4.1
Hospital School	33	295	\$153,000	1 : 1.8	1 : 4.9	33	255	\$167,500	1 : 1.8	1 : 4.2

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.*

## Establishment of Specialist Staff in Special Schools from the 2010/11 to 2014/15 school years

School Type	2010/11 school year								2011/12 school year								2012/13 school year							
	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1	1	1	3.5	2.5	1	0	2	1	1	1	3.5
Hearing Impairment	2.5	-	0	2	-	-	-	-	2.5	-	0	2	-	-	-	-	2	-	0	3	-	-	-	-
Physical Disability	13	9	2	21	30	30	30	-	14.5	10	2	24	33.5	33.5	33.5	-	14	10	2	23	33	33	33	-
Mild Intellectual Disability **	43	13.5	3	39	-	-	-	-	43.5	13.5	4.5	42	-	-	-	-	42.5	13.5	5	44	-	-	-	-
Moderate Intellectual Disability **	28	17.5	4	44	-	-	-	-	29	17.5	4.5	46	-	-	-	-	30	17.5	6	48	-	-	-	-
Severe Intellectual Disability	11	10	0	23.5	25	25	25	-	11	10	0	22.5	25.5	25.5	25.5	-	10	10	0	22.5	25	25	25	-
School for Social Development	15	-	1	-	-	-	-	-	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-
Hospital School #	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker

RN: Registered Nurse

EP: Educational Psychologist

ST: Speech Therapist

PT: Physiotherapist

OT: Occupational Therapist

OTA: Occupational Therapist Assistant

Br: Brailist

\* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by Education Bureau.

\*\* The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID

# Specialist services for Hospital School are provided by the hospitals

Establishment of Specialist Staff in Special Schools from the 2010/11 to 2014/15 school years

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

SW: Social Worker

RN: Registered Nurse

EP: Educational Psychologist

ST: Speech Therapist

PT: Physiotherapist

OT: Occupational Therapist

OTA: Occupational Therapist Assistant

Br: Brailist

\* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by Education Bureau.

\*\* The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID

# Specialist services for Hospital School are provided by the hospitals

- End -

**CONTROLLING OFFICER'S REPLY****EDB049****(Question Serial No. 2939)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the vocational education and training provided by the Vocational Training Council (VTC) in the past 5 years (i.e. the 2010/11 to 2014/15 academic years), please give the following information:

1. a breakdown of the target students, number of intake and total number of students in the member institutions of VTC by categories of qualifications awarded by each member institution;
2. the ratio of subvented to non-subvented programmes, and their tuition fees for the various levels of programmes offered by the member institutions of VTC;
3. a breakdown, by programme, of the numbers of places, student intake as well as the total number of students under the apprenticeship scheme and other vocational training schemes; and
4. a breakdown, by institution and programme, of the numbers of graduates from subvented and non-subvented higher diploma programmes of the VTC who progressed to subvented top-up programmes, and their percentage shares in the total numbers of graduates.

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

Reply:

1. The Vocational Training Council (VTC) through its member institutions offers a wide range of full-time and part-time vocational education programmes from post-secondary 3 up to degree levels. The target students, new intake and total number of students of VTC's vocational education programmes from the 2010/11 to 2014/15 academic years (AY) are as follows –

Award Level (Note 1)	Target Students (Note 2) (for 2014/15)	Mode of study	AY									
			2010/11		2011/12		2012/13		2013/14		2014/15 (provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Degree and Top-up Degree	Secondary 6 Leavers and	Full-Time	1 490	1 862	1 360	1 828	2 060	2 445	2 367	3 037	3 600	4 700
	Higher Diploma Holders	Part-Time	432	1 018	361	1 153	681	1 391	766	1 607	1 100	1 800
Higher Diploma and	Secondary 6 Leavers and	Full-Time	12 142	34 914	9 875	31 444	11 059	29 154	12 559	29 246	13 200	25 300

Award Level (Note 1)	Target Students (Note 2) (for 2014/15)	Mode of study	AY									
			2010/11		2011/12		2012/13		2013/14		2014/15 (provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Diploma	In-service Personnels	Part-Time	3 187	9 809	2 880	9 177	2 475	8 670	2 249	8 155	2 300	8 200
Professional Diploma and Professional Certificate	In-service Personnels	Part-Time	6 269	6 846	7 766	8 062	5 057	5 672	3 220	3 220	5 600	5 600
Foundation Diploma and Yi Jin Diploma (Project Yi Jin)	Secondary 6 Leavers and	Full-Time	4 367	4 420	795	873	3 763	3 786	6 877	7 026	6 000	6 000
	In-service Personnels	Part-Time	1 217	2 167	1 029	2 002	40	912	89	224	600	700
Diploma in Vocational Education	Secondary 3 to 6 Leavers and	Full-Time	4 309	5 838	2 285	4 078	4 374	6 661	3 884	6 926	4 000	6 300
	In-service Personnels	Part-Time	52	52	52	86	145	207	166	367	800	1 100
Certificate	Secondary 3 to 6 Leavers and	Full-Time	2 403	2 599	1 682	2 054	1 341	1 556	1 473	2 099	1 600	2 100
	In-service Personnels	Part-Time	4 869	6 798	4 561	6 313	4 214	5 994	4 144	6 657	4 100	6 800

Notes:

- The above table includes publicly-funded and self-financing programmes offered by VTC member institutions. There are other part-time programmes funded under Head 141 Government Secretariat: Labour and Welfare Bureau.
- The target students reflect the position as at the 2014/15 AY under the new academic structure. Under the old academic structure, some of the programmes target at Secondary 5 or Secondary 7 leavers.
- The ratio of subvented to self-financed student places for the full-time programmes above is around 60% to 40%. The tuition fee levels of full-time programmes for the 2010/11 to 2014/15 AY are as follows –

	Average Fee Level per Annum (AY)				
	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u> (provisional)
<b>(a) Subvented</b>					
Higher Diploma	\$23,370	\$24,750	\$28,860	\$29,890	\$31,510
Foundation Diploma	\$16,600	\$17,200	\$19,600	\$19,600	\$20,500
Diploma in Vocational Education (1-year Intensive)	\$16,600	\$17,200	\$19,600	\$19,600	\$20,500
Certificate	\$2,400	\$1,970	\$9,900	\$13,500*	\$14,210*
<b>(b) Self-financed</b>					
Top-up Degree	\$55,000 to \$72,000	\$57,000 to \$72,000	\$57,200 to \$78,600	\$57,200 to \$78,600	\$61,900 To \$81,600
Degree	-	-	\$74,160	\$74,800	\$77,280
Higher Diploma	\$40,240	\$41,630	\$46,030	\$46,810	\$49,020
Yi Jin Diploma	\$29,500	\$29,500	\$32,000	\$33,500	\$34,700

\* It covers courses at various fee levels. For the 2013/14 and 2014/15 AY, the increase in average fee level is due to the increase in students admitted to the courses with higher fee level.

- The new intake and total number of apprentices and trainees in VTC's vocational education programmes are as follows –

	2010/11		2011/12		2012/13		2013/14		2014/15 (provisional)	
	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Aircraft	0	0	0	0	0	0	78	78	80	154
Automobile	116	306	122	323	112	312	139	346	162	423
Construction	323	667	370	823	416	1 030	444	1 190	445	1 177
Electrical	256	559	291	617	275	685	346	784	358	854
Electronics	22	74	32	77	13	57	31	67	22	75
Gas	32	39	25	33	31	33	28	36	29	49
Jewellery	2	2	0	0	2	4	0	3	0	0
Lift and Escalator	51	118	54	128	56	136	82	181	85	221
Mechanical	74	170	33	158	41	141	104	185	139	261
Plastics	0	3	0	1	0	1	0	1	0	0
Printing	0	0	0	0	0	0	0	0	14	14
Air Conditioning	156	303	115	308	145	352	173	402	196	439
Ship Repair	2	5	0	1	0	0	0	0	1	1
Textile Clothing	0	0	0	0	0	0	1	1	0	0
Beauty Care, Hairdressing, Elderly Care and Retail *	0	0	75	75	126	126	116	116	146	199

\* Traineeship Scheme for services industry is funded under Head 141 Government Secretariat: Labour and Welfare Bureau

4. The number of Higher Diploma graduates pursuing further studies in subvented programmes, and the percentage to the total number of graduates from the 2010/11 to 2013/14 AY are as follows –

Discipline	AY							
	2010/11		2011/12		2012/13		2013/14 (provisional)	
	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD
Applied Science	30 (4%)	- -	25 (3%)	1 (10%)	35 (5%)	- -	81 (7%)	- -
Business Administration	- -	9 ( $<0.5\%$ )	- -	19 (1%)	1 (1%)	22 (1%)	2 (2%)	55 (2%)
Child Education and Community Services	16 (5%)	- -	- -	- -	1 ( $<0.5\%$ )	- -	2 ( $<0.5\%$ )	2 (4%)
Design	46 (4%)	7 (2%)	44 (4%)	19 (6%)	36 (3%)	10 (5%)	90 (5%)	26 (13%)
Engineering	198 (10%)	- -	169 (7%)	- -	136 (6%)	- -	208 (7%)	- -
Hotel, Service and Tourism Studies	14 (2%)	3 (1%)	10 (2%)	- -	11 (2%)	- -	13 (1%)	- -
Information Technology	73 (10%)	35 (7%)	76 (11%)	37 (7%)	79 (10%)	10 (2%)	119 (12%)	18 (4%)
Overall	377 (7%)	54 (1%)	324 (6%)	76 (2%)	299 (5%)	42 (1%)	515 (6%)	101 (2%)

Note: Figures in ( ) refer to the percentage of graduates pursuing further studies in subvented programmes to the total number of graduates.

As the 2014/15 AY will only end in August 2015, the information about the graduates is not yet available.

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**CONTROLLING OFFICER'S REPLY****EDB050****(Question Serial No. 2940)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the staffing and relevant expenses of the Vocational Training Council (VTC), please advise on the following in the past 5 years (from 2010/11 to 2014/15):

1. the annual expenditure of the VTC on staff emoluments and benefits; the amount and proportion of such expenditure funded by government recurrent subvention; and whether the VTC has deployed resources other than government subvention (such as donations) for staff employment, and if so, please provide an annual breakdown of the number and rank of the staff involved and the related expenditure on emoluments;
2. the annual salaries of the five highest paid staff; and
3. staff employment of various departments under the three systems of the VTC, and the estimates for the upcoming 2015/16, including :
  - (a) the numbers of teaching staff and staff from other grades employed under the three systems, and the percentages of staff under each system;
  - (b) amongst staff on temporary/short-term contracts, the respective numbers of teaching staff and staff from other grades with a contract duration of less than one year, continuously employed for two or more years, and more than 6 years but yet to be offered long term employment; and the greatest number of times of contract renewal and the longest duration of such employment;
  - (c) the estimated number of staff on temporary/short-term contracts to be converted to fixed-term contracts in 2015, and the number of teaching staff among them; and
  - (d) the number of teaching staff on new fixed-term contracts to be promoted or converted to long term contracts, and the number of teaching staff among them.

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

Reply:

1. The full-time staffing expenses for subvented programmes incurred by the Vocational Training Council (VTC) from 2010-11 to 2014-15 are as follows –

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2010-11	2,051	1,543	75
2011-12	2,027	1,636	81
2012-13	2,135	1,748	82
2013-14	2,289	1,807	79
2014-15 (Estimate)	2,436	1,904	78

\* Apart from Government subvention, the staff expenses for subvented programmes are also met by



income generated by VTC (mainly tuition fees and training charges).

In addition to its recurrent subvented activities, VTC also operates programmes that are self-financed or financed by specific funds from other organisations. VTC staff may be deployed to work on both subvented and self-financed programmes and activities as appropriate to meet operational requirements, and staff costs are charged to relevant accounts. Therefore, breakdown of number and rank of staff funded by resources other than Government subvention is not available. The total number of VTC staff and related expenditure from 2010-11 to 2014-15 are as follows –

Financial year	Number of teaching staff	Number of administrative and supporting staff	Total number of staff	Total staff expenses (\$ million)	Staff expenses for non-subvented activities (\$ million)
2010-11	2 795	2 804	5 599	2,590	539
2011-12	2 620	2 765	5 385	2 568	541
2012-13	2 675	2 810	5 485	2,702	567
2013-14	2 738	2 937	5 675	2,892	603
2014-15 (Provisional)	2 805	2 960	5 765	3,075	639

2. The annual salary of the five highest paid staff in the 2014/15 academic year are as follows –

	Annual salary(\$ million)
1 <sup>st</sup> highest	2.63
2 <sup>nd</sup> highest	2.48
3 <sup>rd</sup> highest	2.45
4 <sup>th</sup> highest	2.08
5 <sup>th</sup> highest	2.06

3. Information about staff employed under various packages for the past five years is given below –

- (a) Number of teaching staff and administrative and supporting staff and their percentages (as compared to the total number of staff) under the New Remuneration Package, Old Remuneration Package and Short-Term Contract –

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract	
2010/11	Teaching	1 197 (21.4%)	1 002 (17.9%)	596 (10.6%)	5 599
	Administrative and supporting	1 469 (26.2%)	820 (14.6%)	515 (9.2%)	
2011/12	Teaching	1 002 (18.6%)	1 271 (23.6%)	347 (6.4%)	5 385
	Administrative and supporting	1 355 (25.2%)	1 012 (18.8%)	398 (7.4%)	
2012/13	Teaching	979 (17.9%)	1 333 (24.3%)	363 (6.6%)	5 485
	Administrative and supporting	1 329 (24.2%)	1 094 (19.9%)	387 (7.1%)	
2013/14	Teaching	914 (16.1%)	1 428 (25.2%)	396 (7.0%)	5 675

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract	
	Administrative and supporting	1 290 (22.7%)	1 254 (22.1%)	393 (6.9%)	
2014/15	Teaching	803 (13.9%)	1 542 (26.7%)	460 (8.0%)	5 765
	Administrative and supporting	1 173 (20.3%)	1 353 (23.5%)	434 (7.5%)	

The information for the 2015/16 academic year is not yet available as the staff requirement projection is subject to the on-going student recruitment.

- (b) Number of staff on short-term contract of which the contract duration is less than one year from the 2010/11 to 2014/15 academic years –

Academic year	Staff type	Short-term contract for less than one year
2010/11	Teaching	263
	Administrative and supporting	255
2011/12	Teaching	91
	Administrative and supporting	147
2012/13	Teaching	122
	Administrative and supporting	138
2013/14	Teaching	168
	Administrative and supporting	158
2014/15 (Provisional)	Teaching	143
	Administrative and supporting	166

The information for the 2015/16 academic year is not yet available.

Number of staff on fixed-term contract who have been continuously employed for two to six years and number of staff employed for more than six years from the 2010/11 to 2014/15 academic years –

Academic year	Number of fixed-term contract staff who have served for		Longest serving fixed-term contract staff	
	Two years to six years	More than six years	Years of service	Number of contract renewal
2010/11	1 215	121	14	7
2011/12	1 125	132	15	8
2012/13	930	156	16	9
2013/14	1 045	453	17	9
2014/15 (Provisional)	1 114	508	18	10

The information for the 2015/16 academic year is not yet available.

- (c) The information for the estimated number of temporary/short-term staff to be transferred to fixed term contracts in the 2015/16 academic year is not yet available.
- (d) Number of staff employed under the New Remuneration Package who were transferred to

open-ended contracts from the 2010/11 to 2013/14 academic years –

<b>Academic year</b>	<b>Number of staff employed under New Remuneration Package who were transferred to open-ended contracts</b>		
	<b>Teaching</b>	<b>Administrative and supporting</b>	<b>Total</b>
2010/11	94	35	129
2011/12	122	98	220
2012/13	0	0	0
2013/14	104	71	175

Note: Taking into account the uncertainty in student recruitment and manpower demand, transfer to open-ended contracts was considered and recommended on the merits of individual cases by the various operating units. No recommendation for transfer to open-ended contract was put forward in the 2012/13 academic year.

The information for the 2014/15 and 2015/16 academic years is not yet available.

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**CONTROLLING OFFICER'S REPLY****EDB051****(Question Serial No. 2941)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) Using the table below, please provide a breakdown of the total numbers of students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2010/11 to 2014/15 school years):

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

(b) Using the table below, please provide a breakdown of the numbers of cross-boundary students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2010/11 to 2014/15 school years):

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

(c) Using the table below, please provide a breakdown of the numbers of cross-boundary students diagnosed as having special educational needs (SEN) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2010/11 to 2014/15 school years):

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

(d) Using the table below, please provide a breakdown of the numbers of students who are new arrivals (with less than 7 years' residence in Hong Kong) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2010/11 to 2014/15 school years):

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

(e) Using the table below, please provide a breakdown of the numbers of students from ethnic minorities in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2010/11 to 2014/15 school years):

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

(f) Using the table below, please provide a breakdown of the numbers of disabled students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2010/11 to 2014/15 school years):

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

(g) In the past 5 school years (2010/11 to 2014/15), how did the Administration assist the student groups mentioned in item (b) to item (f)? What are the related policies? What new plans will be coming? How much public funding is involved?

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

Reply:

(a) The total number of students in kindergartens, primary and secondary schools by district and by sector from the 2010/11 to 2014/15 school years are detailed at Appendix 1.

(b) The number of cross-boundary students attending kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by sector from the 2010/11 to 2014/15 school years are provided in Appendices 2(a), 2(b) and 2(c) respectively.

(c) The Education Bureau (EDB) does not collect statistics on the cross-boundary students with special educational needs (SEN).

- (d) The number of newly admitted pupils from the Mainland in primary schools and secondary schools by district and by sector from the 2010/11 to 2014/15 school years are tabulated at Appendix 3. Please note that EDB does not collect information on the newly admitted pupils from the Mainland in kindergartens.
- (e) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools by district from the 2010/11 to 2014/15 school years are tabulated at Appendix 4.
- (f) The total number of students with SEN studying in public sector mainstream primary and secondary schools, English Schools Foundation (ESF) schools, other private international schools, and private independent schools (PIS) from the 2010/11 to 2014/15 school years are set out at Appendix 5.
- (g) *Newly-Arrived Children and Cross-boundary Students (CBS)*  
EDB provides newly-arrived children with the choice of attending the six-month full-time "Initiation Programme" operated by local schools, or the "Induction Programme" run by non-governmental organisations alongside the various school-based programmes organised by their respective schools. We also provide schools with the "School-based Support Scheme Grant". These Programmes/Grant primarily aim at helping them integrate into the local community and overcome their learning difficulties. Expenditure for the Initiation Programme, the Induction Programme and the School-based Support Scheme Grant for newly-arrived children from the 2010/11 to 2014/15 school years is tabulated at Appendix 6. By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they also enjoy the education services mentioned above.

#### *Non-Chinese Speaking Students*

EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), the provision of the Applied Learning Chinese (for NCS students) subject, and the creation of an inclusive learning environment in schools. The support measures for NCS students from the 2010/11 to 2014/15 school years and the expenditure are tabulated at Appendix 7. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

#### *Students with SEN*

To help schools cater for students with SEN, EDB has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, professional support as well as teacher training. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN.

Looking ahead, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector mainstream schools by the 2016/17 school year. We will also adjust the grant rates of the Learning Support Grant and its ceiling annually according to the change in the Composite Consumer Price Index. The estimated additional expenditure on support and services for students with SEN in mainstream schools in the 2015/16 school year is about \$1,291 million.

Recurrent subvention has been provided to students with SEN in ESF's mainstream schools and special schools. In the 2014/15 school year, the recurrent subvention for this purpose amounts to \$28.3 million.

### Number of Students in Kindergartens by District and by Type of Kindergartens from the 2010/11 to 2014/15 School Years

District	2010/11			2011/12			2012/13			2013/14			2014/15		
	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All
	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types
Central & Western	4 988	573	5 561	5 256	624	5 880	4 873	672	5 545	4 880	632	5 512	4 839	675	5 514
Wan Chai	5 411	358	5 769	5 578	809	6 387	5 636	799	6 435	5 649	776	6 425	5 842	710	6 552
Eastern	8 446	2 015	10 461	8 754	1 761	10 515	9 792	1 849	11 641	9 919	1 874	11 793	10 027	1 971	11 998
Southern	3 232	1 285	4 517	3 257	1 431	4 688	3 315	1 597	4 912	3 242	1 531	4 773	3 348	1 440	4 788
Yau Tsim Mong	4 111	993	5 104	4 254	1 160	5 414	4 377	1 230	5 607	4 472	1 409	5 881	4 621	1 578	6 199
Sham Shui Po	7 157	27	7 184	7 447	162	7 609	7 797	201	7 998	8 114	216	8 330	8 705	230	8 935
Kowloon City	11 614	8 555	20 169	12 206	9 267	21 473	12 535	9 898	22 433	12 609	10 029	22 638	12 835	10 038	22 873
Wong Tai Sin	6 588	0	6 588	6 756	0	6 756	6 824	12	6 836	7 044	38	7 082	7 268	57	7 325
Kwun Tong	10 777	191	10 968	11 163	146	11 309	11 355	248	11 603	11 349	156	11 505	11 712	189	11 901
Sai Kung	5 977	898	6 875	6 199	1 243	7 442	6 245	1 625	7 870	6 350	1 834	8 184	6 527	1 970	8 497
Sha Tin	9 021	1 587	10 608	9 541	1 718	11 259	9 904	1 934	11 838	10 261	2 222	12 483	10 721	2 468	13 189
Tai Po	3 987	943	4 930	4 425	922	5 347	4 698	977	5 675	5 031	1 099	6 130	5 245	1 161	6 406
North	8 837	265	9 102	9 727	493	10 220	10 270	603	10 873	10 826	827	11 653	11 508	1 055	12 563
Yuen Long	12 349	541	12 890	13 337	728	14 065	14 290	874	15 164	15 173	1 039	16 212	15 483	1 344	16 827
Tuen Mun	9 165	305	9 470	9 867	355	10 222	10 707	420	11 127	11 248	490	11 738	12 061	669	12 730
Tsuen Wan	5 046	498	5 544	5 254	604	5 858	5 385	692	6 077	5 431	802	6 233	5 638	748	6 386
Kwai Tsing	9 240	518	9 758	9 176	403	9 579	9 210	444	9 654	9 266	460	9 726	9 648	498	10 146
Islands	2 796	646	3 442	2 691	719	3 410	2 705	771	3 476	2 748	797	3 545	2 762	806	3 568
All Districts	128 742	20 198	148 940	134 888	22 545	157 433	139 918	24 846	164 764	143 612	26 231	169 843	148 790	27 607	176 397

Notes : (1) Figures do not include special schools.

(2) Figures refer to the position as at September of the respective school years.

(3) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.



# Number of Students in Primary Schools by District and by Sector from the 2010/11 to 2014/15 School Years

## 2010/2011 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	652	6 837	547	1 872	1 381	11 289
Wan Chai	2 250	7 032	0	3 229	2 296	14 807
Eastern	2 557	13 511	969	670	2 435	20 142
Southern	913	5 058	813	2 184	4 193	13 161
Yau Tsim Mong	1 190	12 016	1 256	0	0	14 462
Sham Shui Po	2 137	12 309	1 637	4 586	446	21 115
Kowloon City	3 311	14 721	1 243	6 500	3 164	28 939
Wong Tai Sin	466	15 483	0	2 376	0	18 325
Kwun Tong	1 507	23 088	479	574	0	25 648
Sai Kung	545	12 231	2 763	649	719	16 907
Sha Tin	865	21 651	1 625	1 417	898	26 456
Tai Po	382	10 163	0	0	988	11 533
North	644	17 025	0	0	0	17 669
Yuen Long	2 538	25 487	948	200	69	29 242
Tuen Mun	684	18 893	720	40	0	20 337
Tsuen Wan	1 807	11 575	0	57	0	13 439
Kwai Tsing	0	19 423	480	0	0	19 903
Islands	0	6 390	0	538	810	7 738
All Districts	22 448	252 893	13 480	24 892	17 399	331 112

## 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6 624	549	1 946	1 393	11 152
Wan Chai	2 126	6 746	0	3 266	1 997	14 135
Eastern	2 479	12 922	1 004	705	3 132	20 242
Southern	841	4 677	818	2 182	4 204	12 722
Yau Tsim Mong	1 085	11 115	1 273	689	0	14 162
Sham Shui Po	1 933	12 325	1 682	4 566	449	20 955
Kowloon City	3 157	15 108	1 363	6 487	3 339	29 454
Wong Tai Sin	417	14 827	0	2 376	0	17 620
Kwun Tong	1 520	21 833	508	573	0	24 434
Sai Kung	524	11 441	2 857	18	719	15 559
Sha Tin	828	21 264	1 687	1 418	899	26 096
Tai Po	363	9 924	0	0	1 016	11 303
North	696	16 993	0	0	0	17 689
Yuen Long	2 554	24 176	1 057	205	76	28 068
Tuen Mun	663	18 218	724	58	0	19 663
Tsuen Wan	1 789	11 246	0	69	0	13 104
Kwai Tsing	0	18 577	560	0	0	19 137
Islands	0	5 987	0	534	865	7 386
All Districts	21 615	244 003	14 082	25 092	18 089	322 881

**2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

**2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	634	6 614	0	2 182	1 289	10 719
Wan Chai	1 970	6 302	0	3 234	1 954	13 460
Eastern	2 305	12 593	1 067	796	3 434	20 195
Southern	795	4 337	1 430	2 397	4 118	13 077
Yau Tsim Mong	1 166	10 838	1 265	749	0	14 018
Sham Shui Po	1 850	11 856	1 678	4 733	0	20 117
Kowloon City	2 938	15 015	1 557	7 037	3 740	30 287
Wong Tai Sin	418	14 256	0	2 496	0	17 170
Kwun Tong	1 414	21 687	565	629	268	24 563
Sai Kung	543	10 608	2 730	35	973	14 889
Sha Tin	789	21 550	1 718	1 618	898	26 573
Tai Po	582	10 426	0	0	1 134	12 142
North	791	17 333	0	0	0	18 124
Yuen Long	2 429	23 676	1 245	199	56	27 605
Tuen Mun	629	18 264	741	65	443	20 142
Tsuen Wan	1 726	10 750	0	89	0	12 565
Kwai Tsing	0	17 507	566	0	391	18 464
Islands	0	5 276	0	738	794	6 808
All Districts	20 979	238 888	14 562	26 997	19 492	320 918

**2014/15 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	631	6 849	0	2 321	1 260	11 061
Wan Chai	1 916	6 398	0	3 355	1 769	13 438
Eastern	2 359	12 853	1 109	891	3 381	20 593
Southern	755	4 331	1 416	2 560	4 339	13 401
Yau Tsim Mong	1 281	11 030	1 285	784	0	14 380
Sham Shui Po	1 858	11 984	1 667	4 837	0	20 346
Kowloon City	2 856	15 351	1 597	7 255	4 041	31 100
Wong Tai Sin	493	14 633	0	2 542	0	17 668
Kwun Tong	1 406	22 033	624	641	717	25 421
Sai Kung	588	10 902	2 758	49	976	15 273
Sha Tin	763	22 427	1 732	1 651	898	27 471
Tai Po	673	11 120	0	0	1 065	12 858
North	773	17 785	0	0	0	18 558
Yuen Long	2 452	24 771	1 356	222	41	28 842
Tuen Mun	616	19 266	746	72	490	21 190
Tsuen Wan	1 711	10 797	0	101	0	12 609
Kwai Tsing	0	17 451	549	0	435	18 435
Islands	0	5 041	0	834	781	6 656
All Districts	21 131	245 022	14 839	28 115	20 193	329 300

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

(2) Figures refer to the position as at September of the respective school years.

# Number of Students in Secondary Day Schools by District and by Sector from the 2010/11 to 2014/15 School Years

## 2010/11 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 157	7 961	0	2 762	72	2 026	13 978
Wan Chai	2 933	8 350	396	1 796	154	1 049	14 678
Eastern	3 978	20 800	0	3 376	0	2 164	30 318
Southern	0	10 997	0	1 846	838	4 896	18 577
Yau Tsim Mong	1 750	12 037	809	1 631	0	0	16 227
Sham Shui Po	962	14 850	1 013	8 313	1 621	85	26 844
Kowloon City	1 676	28 729	0	4 392	1 384	2 841	39 022
Wong Tai Sin	649	20 982	0	1 247	754	0	23 632
Kwun Tong	1 966	25 155	1 301	5 739	146	0	34 307
Sai Kung	1 062	17 653	0	5 744	0	0	24 459
Sha Tin	1 935	33 830	0	5 127	1 413	1 193	43 498
Tai Po	982	16 022	0	1 785	83	0	18 872
North	1 256	17 308	0	1 124	167	116	19 971
Yuen Long	4 355	29 956	0	3 617	1 460	0	39 388
Tuen Mun	2 237	31 717	0	0	0	0	33 954
Tsuen Wan	1 144	12 172	0	0	0	0	13 316
Kwai Tsing	0	30 389	0	0	0	0	30 389
Islands	617	5 644	0	1 483	472	91	8 307
All Districts	28 659	344 552	3 519	49 982	8 564	14 461	449 737

## 2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 140	8 200	0	2 874	34	2 029	14 277
Wan Chai	3 029	8 486	0	2 020	49	912	14 496
Eastern	4 145	21 471	0	3 485	0	2 318	31 419
Southern	0	11 351	0	1 982	1 042	5 177	19 552
Yau Tsim Mong	1 892	12 313	811	2 974	144	0	18 134
Sham Shui Po	959	15 685	1 087	7 605	1 100	83	26 519
Kowloon City	1 788	29 917	0	4 197	1 125	2 894	39 921
Wong Tai Sin	639	22 040	0	1 331	633	0	24 643
Kwun Tong	2 052	26 527	1 387	5 916	79	0	35 961
Sai Kung	1 135	18 365	0	6 163	16	0	25 679
Sha Tin	2 063	35 066	0	5 126	1 556	1 197	45 008
Tai Po	889	16 536	0	1 857	0	0	19 282
North	1 323	18 170	0	1 213	153	168	21 027
Yuen Long	4 577	31 712	0	3 992	1 001	0	41 282
Tuen Mun	2 314	32 873	0	0	0	0	35 187
Tsuen Wan	1 186	12 876	0	0	0	0	14 062
Kwai Tsing	0	31 880	0	0	0	0	31 880
Islands	667	5 842	0	1 584	535	130	8 758
All Districts	29 798	359 310	3 285	52 319	7 467	14 908	467 087

**2012/13 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

**2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	943	6 064	0	2 728	0	1 849	11 584
Wan Chai	2 568	7 175	0	1 789	0	1 037	12 569
Eastern	3 574	17 561	0	3 111	0	2 606	26 852
Southern	0	9 090	0	1 826	1 174	5 324	17 414
Yau Tsim Mong	1 649	10 432	650	2 705	75	0	15 511
Sham Shui Po	814	14 411	927	6 935	939	83	24 109
Kowloon City	1 592	23 065	0	4 378	899	2 943	32 877
Wong Tai Sin	501	18 445	0	1 248	535	0	20 729
Kwun Tong	1 730	22 494	0	6 256	0	0	30 480
Sai Kung	938	14 999	0	5 624	24	228	21 813
Sha Tin	1 777	29 856	0	4 459	1 660	1 205	38 957
Tai Po	500	13 377	0	1 518	0	0	15 395
North	1 111	15 335	0	1 203	79	262	17 990
Yuen Long	3 840	26 207	0	3 894	385	0	34 326
Tuen Mun	1 858	26 286	0	0	0	378	28 522
Tsuen Wan	1 003	10 873	0	0	0	0	11 876
Kwai Tsing	0	26 719	0	0	0	0	26 719
Islands	539	4 788	0	1 429	693	173	7 622
All Districts	24 937	297 177	1 577	49 103	6 463	16 088	395 345

**2014/15 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	910	5 689	0	2 263	0	1 850	10 712
Wan Chai	2 431	6 854	0	1 755	0	1 108	12 148
Eastern	3 415	16 188	0	3 032	0	2 335	24 970
Southern	0	8 378	0	1 812	1 224	5 340	16 754
Yau Tsim Mong	1 595	9 980	607	2 627	38	0	14 847
Sham Shui Po	752	13 643	858	6 832	919	95	23 099
Kowloon City	1 531	21 654	0	4 417	914	2 930	31 446
Wong Tai Sin	483	17 226	0	1 252	543	0	19 504
Kwun Tong	1 604	21 085	0	6 037	0	410	29 136
Sai Kung	887	13 877	0	5 561	26	265	20 616
Sha Tin	1 682	27 768	0	4 827	1 677	1 184	37 138
Tai Po	406	12 443	0	1 413	0	0	14 262
North	1 109	14 426	0	1 186	0	274	16 995
Yuen Long	3 591	24 467	0	3 861	219	0	32 138
Tuen Mun	1 709	23 921	0	0	0	456	26 086
Tsuen Wan	942	10 147	0	0	0	0	11 089
Kwai Tsing	0	24 963	0	0	0	0	24 963
Islands	493	4 396	0	1 393	751	195	7 228
All Districts	23 540	277 105	1 465	48 268	6 311	16 442	373 131

Notes: (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September of the respective school years.

**Number of Cross-boundary Students in Kindergartens (including Kindergarten-cum-Child Care Centres) by District from the 2010/11 to 2014/15 School Years**

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2010/11	2 787
	2011/12	3 677
	2012/13	4 281
	2013/14	4 908
	2014/15	5 379
Tai Po	2010/11	29
	2011/12	67
	2012/13	190
	2013/14	340
	2014/15	391
Sha Tin	2010/11	2
	2011/12	1
	2012/13	2
	2013/14	25
	2014/15	51
Yuen Long	2010/11	514
	2011/12	1 070
	2012/13	1 653
	2013/14	2 235
	2014/15	2 500
Tuen Mun	2010/11	454
	2011/12	892
	2012/13	1 265
	2013/14	1 679
	2014/15	1 893
Tsuen Wan & Kwai Tsing	2010/11	0
	2011/12	1
	2012/13	34
	2013/14	45
	2014/15	80
Tung Chung	2012/13	29
	2013/14	54
	2014/15	69
Wong Tai Sin	2014/15	1

- Notes: (1) Figures are based on the annual surveys conducted via schools in September of the respective school years on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung (starting from the 2012/13 school year) and Wong Tai Sin (starting from the 2014/15 school year) districts.
- (2) All kindergartens (including kindergarten-cum-child care centres) are private schools. In the surveys, we did not collect information on the type of kindergartens the students were attending. Hence, the information as requested is not available.

### Number of Cross-boundary Students in Primary Schools by District and by Sector from the 2010/11 to 2014/15 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2010/11	145	3 474	0	0	0	0	3 619
	2011/12	189	3 739	0	0	0	0	3 928
	2012/13	273	4 106	0	0	0	0	4 379
	2013/14	332	4 664	0	0	0	0	4 996
	2014/15	330	5 260	0	0	0	0	5 590
Tai Po	2010/11	6	242	0	0	0	0	248
	2011/12	17	334	0	0	0	0	351
	2012/13	86	583	0	0	0	0	669
	2013/14	231	899	0	0	0	0	1 130
	2014/15	297	1 199	0	0	0	0	1 496
Sha Tin	2010/11	0	37	0	0	0	0	37
	2011/12	0	64	0	0	0	0	64
	2012/13	0	109	0	0	0	0	109
	2013/14	0	176	0	0	0	0	176
	2014/15	0	322	0	0	0	0	322
Yuen Long	2010/11	2	505	2	0	4	0	513
	2011/12	9	613	0	0	3	0	625
	2012/13	15	987	0	0	10	0	1 012
	2013/14	24	1 562	0	0	4	0	1 590
	2014/15	52	2 552	2	0	3	0	2 609
Tuen Mun	2010/11	0	158	0	0	0	0	158
	2011/12	2	303	0	0	0	0	305
	2012/13	2	576	0	0	0	0	578
	2013/14	11	1 168	2	0	0	0	1 181
	2014/15	22	1 684	6	0	0	0	1 712
Tsuen Wan & Kwai Tsing	2010/11	0	0	0	0	0	0	0
	2011/12	0	1	2	0	0	0	3
	2012/13	0	0	2	0	0	0	2
	2013/14	0	7	1	0	0	0	8
	2014/15	0	3	0	0	0	0	3
Tung Chung	2012/13	0	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0	0
	2014/15	0	6	0	0	0	0	6
Wong Tai Sin	2014/15	1	35	0	0	0	0	36

Note: Figures are based on the annual surveys conducted via schools in September of the respective school years on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung (starting from the 2012/13 school year) and Wong Tai Sin (starting from the 2014/15 school year) districts.



**Number of Cross-boundary Students in Secondary Schools by District and by Sector from the 2010/11 to 2014/15 school years**

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2010/11	171	987	47	0	0	0	1 205
	2011/12	218	1 160	54	0	0	0	1 432
	2012/13	258	1 243	68	0	0	0	1 569
	2013/14	291	1 414	77	0	0	0	1 782
	2014/15	308	1 593	94	0	0	0	1 995
Tai Po	2010/11	5	115	19	0	0	0	139
	2011/12	12	147	23	0	0	0	182
	2012/13	18	200	37	0	0	0	255
	2013/14	25	260	50	0	0	0	335
	2014/15	37	307	62	0	0	0	406
Sha Tin	2010/11	0	18	3	0	0	0	21
	2011/12	0	24	2	0	0	0	26
	2012/13	0	24	1	0	0	0	25
	2013/14	1	27	2	0	0	0	30
	2014/15	1	46	2	0	0	0	49
Yuen Long	2010/11	16	120	5	0	0	0	141
	2011/12	13	168	15	0	0	0	196
	2012/13	14	212	20	0	0	0	246
	2013/14	13	254	13	0	0	0	280
	2014/15	13	259	21	0	0	0	293
Tuen Mun	2010/11	1	31	0	0	0	0	32
	2011/12	0	43	0	0	0	0	43
	2012/13	0	53	0	0	0	0	53
	2013/14	2	72	0	0	0	0	74
	2014/15	6	100	0	0	0	0	106
Tsuen Wan & Kwai Tsing	2010/11	0	0	0	0	0	0	0
	2011/12	0	2	0	0	0	0	2
	2012/13	0	5	0	0	0	0	5
	2013/14	0	3	0	0	0	0	3
	2014/15	0	1	0	0	0	0	1
Tung Chung	2012/13	0	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0	0
	2014/15	0	1	0	0	0	0	1
Wong Tai Sin	2014/15	0	1	0	0	0	0	1

Note: Figures are based on the annual surveys conducted via schools in September of the respective school years on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung (starting from the 2012/13 school year) and Wong Tai Sin (starting from the 2014/15 school year) districts.

**Number of Newly Admitted Pupils<sup>#</sup> from the Mainland in Primary Schools by District and by Sector from the 2010/11 to 2014/15 School Years**

**2010/11 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	7	69	0	3	79
Wan Chai	2	27	0	6	35
Eastern	3	137	0	3	143
Southern	4	28	0	1	33
Yau Tsim Mong	73	137	0	0	210
Sham Shui Po	88	206	2	2	298
Kowloon City	4	144	1	18	167
Wong Tai Sin	16	140	0	1	157
Kwun Tong	46	234	4	0	284
Sai Kung	8	71	2	0	81
Sha Tin	0	189	1	0	190
Tai Po	2	100	0	0	102
North	31	486	0	0	517
Yuen Long	6	333	2	0	341
Tuen Mun	5	163	0	0	168
Tsuen Wan	2	220	0	0	222
Kwai Tsing	0	227	0	0	227
Islands	0	28	0	0	28
All Districts	297	2 939	12	34	3 282

**2011/12 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	17	55	0	0	72
Wan Chai	3	27	0	6	36
Eastern	31	86	2	1	120
Southern	9	33	0	2	44
Yau Tsim Mong	50	158	0	0	208
Sham Shui Po	57	203	0	0	260
Kowloon City	1	126	0	10	137
Wong Tai Sin	12	163	0	2	177
Kwun Tong	11	227	0	0	238
Sai Kung	10	32	2	0	44
Sha Tin	0	206	2	0	208
Tai Po	11	106	0	0	117
North	28	391	0	0	419
Yuen Long	24	274	2	0	300
Tuen Mun	3	135	0	0	138
Tsuen Wan	10	171	0	0	181
Kwai Tsing	0	157	0	0	157
Islands	0	39	0	0	39
All Districts	277	2 589	8	21	2 895

**2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	7	40	0	0	47
Wan Chai	1	31	0	5	37
Eastern	24	75	0	5	104
Southern	8	24	0	3	35
Yau Tsim Mong	60	128	0	0	188
Sham Shui Po	53	217	1	2	273
Kowloon City	2	148	1	8	159
Wong Tai Sin	11	127	0	5	143
Kwun Tong	5	224	0	0	229
Sai Kung	10	44	0	0	54
Sha Tin	0	141	1	3	145
Tai Po	4	142	0	0	146
North	27	250	0	0	277
Yuen Long	17	287	0	2	306
Tuen Mun	8	174	0	0	182
Tsuen Wan	6	183	0	0	189
Kwai Tsing	0	149	0	0	149
Islands	0	24	0	0	24
All Districts	243	2 408	3	33	2 687

**2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	10	43	0	2	55
Wan Chai	4	22	0	3	29
Eastern	19	115	0	2	136
Southern	8	30	0	3	41
Yau Tsim Mong	57	133	0	0	190
Sham Shui Po	55	195	0	5	255
Kowloon City	7	128	0	8	143
Wong Tai Sin	17	111	0	1	129
Kwun Tong	9	207	0	0	216
Sai Kung	1	47	2	0	50
Sha Tin	1	202	1	1	205
Tai Po	3	131	0	0	134
North	22	244	0	0	266
Yuen Long	16	292	0	2	310
Tuen Mun	2	168	0	0	170
Tsuen Wan	1	144	0	0	145
Kwai Tsing	0	158	0	0	158
Islands	0	24	0	0	24
All Districts	232	2 394	3	27	2 656

**2014/15 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	3	60	0	0	63
Wan Chai	6	36	0	3	45
Eastern	39	118	2	1	160
Southern	6	63	0	5	74
Yau Tsim Mong	65	186	2	0	253
Sham Shui Po	51	318	1	5	375
Kowloon City	12	197	3	22	234
Wong Tai Sin	23	222	0	1	246
Kwun Tong	26	329	1	1	357
Sai Kung	18	120	0	0	138
Sha Tin	3	303	1	0	307
Tai Po	2	233	0	0	235
North	20	402	0	0	422
Yuen Long	28	535	2	0	565
Tuen Mun	7	330	1	1	339
Tsuen Wan	8	224	0	0	232
Kwai Tsing	0	296	0	0	296
Islands	0	58	0	0	58
All Districts	317	4 030	13	39	4 399

- Notes:
- (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other private international schools.
  - (2) Figures refer to the position as at September of the respective years. Such students were newly admitted during the past 12 months.
  - (3) Figures for the 2014/15 school year are provisional and subject to revisions.
- # Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

**Number of Newly Admitted Pupils<sup>#</sup> from the Mainland in Secondary Schools by District and by Sector from the 2010/11 to 2014/15 School Years**

**2010/11 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	39	0	5	0	44
Wan Chai	0	17	17	0	0	34
Eastern	2	127	0	55	0	184
Southern	0	48	0	1	0	49
Yau Tsim Mong	1	110	60	28	0	199
Sham Shui Po	1	167	4	165	0	337
Kowloon City	6	168	0	16	11	201
Wong Tai Sin	69	96	0	3	1	169
Kwun Tong	4	118	28	190	3	343
Sai Kung	1	53	0	12	0	66
Sha Tin	0	195	0	5	0	200
Tai Po	8	107	0	5	0	120
North	96	124	0	5	0	225
Yuen Long	2	159	0	19	1	181
Tuen Mun	2	171	0	0	0	173
Tsuen Wan	0	238	0	0	0	238
Kwai Tsing	0	177	0	0	0	177
Islands	0	16	0	4	0	20
All Districts	192	2 130	109	513	16	2 960

**2011/12 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	38	0	3	0	41
Wan Chai	3	34	0	14	0	51
Eastern	1	131	0	44	0	176
Southern	0	65	0	0	0	65
Yau Tsim Mong	1	123	83	25	0	232
Sham Shui Po	0	151	5	159	1	316
Kowloon City	1	170	0	34	8	213
Wong Tai Sin	29	107	0	3	0	139
Kwun Tong	1	148	12	193	0	354
Sai Kung	0	56	0	10	3	69
Sha Tin	2	166	0	11	0	179
Tai Po	14	100	0	13	0	127
North	109	100	0	6	0	215
Yuen Long	1	176	0	36	0	213
Tuen Mun	0	183	0	0	0	183
Tsuen Wan	0	167	0	0	0	167
Kwai Tsing	0	173	0	0	0	173
Islands	0	16	0	3	0	19
All Districts	162	2 104	100	554	12	2 932

**2012/13 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	35	0	5	0	40
Wan Chai	0	21	0	11	0	32
Eastern	0	121	0	78	0	199
Southern	0	51	0	2	0	53
Yau Tsim Mong	0	80	77	42	0	199
Sham Shui Po	6	147	1	165	1	320
Kowloon City	7	201	0	27	8	243
Wong Tai Sin	37	112	0	1	0	150
Kwun Tong	5	138	14	211	0	368
Sai Kung	0	67	0	10	0	77
Sha Tin	0	145	0	14	0	159
Tai Po	12	120	0	17	0	149
North	112	93	0	6	0	211
Yuen Long	1	188	0	28	1	218
Tuen Mun	1	193	0	0	0	194
Tsuen Wan	0	139	0	0	0	139
Kwai Tsing	0	191	0	0	0	191
Islands	0	11	0	3	0	14
All Districts	181	2 053	92	620	10	2 956

**2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	27	0	0	0	27
Wan Chai	0	18	0	11	0	29
Eastern	2	120	0	89	0	211
Southern	0	51	0	0	2	53
Yau Tsim Mong	1	83	65	30	0	179
Sham Shui Po	9	95	3	121	0	228
Kowloon City	1	160	0	28	1	190
Wong Tai Sin	47	100	0	4	0	151
Kwun Tong	2	120	0	234	0	356
Sai Kung	1	85	0	19	0	105
Sha Tin	1	149	0	9	0	159
Tai Po	29	116	0	19	0	164
North	95	94	0	8	0	197
Yuen Long	1	148	0	24	0	173
Tuen Mun	1	176	0	0	0	177
Tsuen Wan	0	113	0	0	0	113
Kwai Tsing	0	124	0	0	0	124
Islands	2	6	0	0	0	8
All Districts	192	1 785	68	596	3	2 644

**2014/15 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	1	35	0	0	0	36
Wan Chai	1	22	0	16	0	39
Eastern	0	105	0	62	0	167
Southern	0	39	0	0	6	45
Yau Tsim Mong	1	92	73	21	0	187
Sham Shui Po	7	122	2	123	1	255
Kowloon City	4	147	0	31	0	182
Wong Tai Sin	41	121	0	0	0	162
Kwun Tong	2	114	0	178	0	294
Sai Kung	0	66	0	22	0	88
Sha Tin	0	194	0	7	0	201
Tai Po	29	127	0	17	0	173
North	60	147	0	4	0	211
Yuen Long	2	151	0	40	0	193
Tuen Mun	0	131	0	0	0	131
Tsuen Wan	0	143	0	0	0	143
Kwai Tsing	0	124	0	0	0	124
Islands	1	27	0	4	0	32
All Districts	149	1 907	75	525	7	2 663

- Notes: (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other private international schools.
- (2) Figures refer to the position as at September of the respective years. Such students were newly admitted during the past 12 months.
- (3) Figures for the 2014/15 school year are provisional and subject to revisions.
- # Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

### Number of Non-Chinese Speaking Students in Kindergartens by District and by Type of Kindergartens from the 2010/11 to 2014/15 School Years

District	2010/11			2011/12			2012/13			2013/14			2014/15		
	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	562	336	898	762	314	1 076	772	358	1 130	765	389	1 154	703	365	1 068
Wan Chai	736	279	1 015	664	759	1 423	649	724	1 373	605	671	1 276	770	636	1 406
Eastern	662	786	1 448	550	425	975	579	440	1 019	618	362	980	659	365	1 024
Southern	661	671	1 332	692	755	1 447	645	880	1 525	682	753	1 435	751	623	1 374
Yau Tsim Mong	570	130	700	632	160	792	702	169	871	732	189	921	698	239	937
Sham Shui Po	415	0	415	397	5	402	453	5	458	342	2	344	313	7	320
Kowloon	701	695	1 396	707	516	1 223	678	745	1 423	707	578	1 285	633	495	1 128
City	69	0	69	93	0	93	104	0	104	71	0	71	106	0	106
Wong Tai Sin	131	18	149	156	15	171	135	19	154	174	21	195	193	34	227
Kwun Tong	419	94	513	391	151	542	431	217	648	484	217	701	475	194	669
Sai Kung	298	116	414	351	64	415	369	94	463	401	87	488	340	86	426
Sha Tin	126	11	137	146	9	155	129	4	133	140	14	154	159	15	174
Tai Po	14	7	21	12	8	20	25	9	34	22	9	31	11	4	15
North	565	12	577	574	14	588	584	20	604	597	15	612	594	39	633
Yuen Long	167	82	249	179	61	240	237	65	302	217	60	277	227	48	275
Tuen Mun	53	23	76	64	21	85	66	8	74	79	14	93	82	11	93
Tsuen Wan	597	9	606	647	7	654	653	3	656	655	2	657	658	4	662
Kwai Tsing	658	519	1 177	702	567	1 269	747	606	1 353	763	592	1 355	782	614	1 396
Islands															
All Districts	7 404	3 788	11 192	7 719	3 851	11 570	7 958	4 366	12 324	8054	3975	12 029	8154	3779	11 933

Notes : (1) Figures refer to the position as at September of the respective school years.

(2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

(3) Figures include students studying in kindergarten-cum-child care centres.



**Number of Non-Chinese Speaking Students in Primary Schools by District and by Sector from the 2010/11 to 2014/15 School Years**

**2010/11 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	0	290	1
Wan Chai	457	562	0
Eastern	10	33	15
Southern	4	12	0
Yau Tsim Mong	143	493	226
Sham Shui Po	722	22	96
Kowloon City	6	107	168
Wong Tai Sin	0	309	0
Kwun Tong	1	947	3
Sai Kung	0	74	26
Sha Tin	1	39	30
Tai Po	3	24	0
North	0	19	0
Yuen Long	13	619	14
Tuen Mun	2	432	53
Tsuen Wan	2	49	0
Kwai Tsing	0	280	424
Islands	0	506	0
All Districts	1 364	4 817	1 056

**2011/12 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	374	2
Wan Chai	378	580	0
Eastern	13	42	14
Southern	4	9	0
Yau Tsim Mong	181	491	229
Sham Shui Po	700	34	82
Kowloon City	6	125	219
Wong Tai Sin	0	331	0
Kwun Tong	1	921	7
Sai Kung	0	108	26
Sha Tin	1	36	35
Tai Po	3	26	0
North	3	17	0
Yuen Long	9	692	22
Tuen Mun	0	451	67
Tsuen Wan	4	44	0
Kwai Tsing	0	341	501
Islands	0	573	0
All Districts	1 304	5 195	1 204

**2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	417	2
Wan Chai	340	580	0
Eastern	12	65	10
Southern	6	9	0
Yau Tsim Mong	198	493	226
Sham Shui Po	674	39	72
Kowloon City	7	147	264
Wong Tai Sin	0	304	0
Kwun Tong	2	909	7
Sai Kung	1	129	23
Sha Tin	1	46	37
Tai Po	1	29	0
North	1	15	0
Yuen Long	8	724	33
Tuen Mun	1	506	65
Tsuen Wan	2	48	0
Kwai Tsing	0	366	493
Islands	0	632	0
All Districts	1 255	5 458	1 232

**2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	467	0
Wan Chai	321	608	0
Eastern	13	120	9
Southern	6	18	2
Yau Tsim Mong	260	500	220
Sham Shui Po	639	40	73
Kowloon City	7	149	275
Wong Tai Sin	1	288	0
Kwun Tong	6	874	7
Sai Kung	0	145	13
Sha Tin	1	47	45
Tai Po	0	46	0
North	1	13	0
Yuen Long	6	769	50
Tuen Mun	1	519	53
Tsuen Wan	2	42	0
Kwai Tsing	0	375	529
Islands	0	729	0
All Districts	1 265	5 749	1 276

**2014/15 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	529	0
Wan Chai	284	655	0
Eastern	21	142	8
Southern	6	19	1
Yau Tsim Mong	301	509	221
Sham Shui Po	662	70	76
Kowloon City	5	158	265
Wong Tai Sin	2	280	0
Kwun Tong	11	828	4
Sai Kung	0	174	18
Sha Tin	1	69	49
Tai Po	0	65	0
North	1	17	0
Yuen Long	3	791	69
Tuen Mun	1	555	51
Tsuen Wan	2	48	0
Kwai Tsing	0	387	513
Islands	0	823	0
All Districts	1 303	6 119	1 275

Notes : (1) Figures refer to the position as at September of the respective school years.

- (2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.
- (3) Figures cover students studying in ordinary public sector and DSS primary schools, but not special schools. We do not have readily available information about the number of NCS students in private, ESF and other international schools.

**Number of Non-Chinese Speaking Students in Secondary Day Schools by District and by Sector from the 2010/11 to 2014/15 School Years**

**2010/11 School Year**

District	Government	Aided	Caput	DSS
Central & Western	2	21	0	210
Wan Chai	19	143	2	44
Eastern	6	398	0	11
Southern	0	37	0	9
Yau Tsim Mong	513	7	0	152
Sham Shui Po	3	31	1	895
Kowloon City	2	43	0	80
Wong Tai Sin	0	13	0	5
Kwun Tong	2	94	1	914
Sai Kung	1	12	0	53
Sha Tin	0	36	0	203
Tai Po	0	9	0	16
North	0	14	0	4
Yuen Long	5	108	0	97
Tuen Mun	0	384	0	0
Tsuen Wan	0	22	0	0
Kwai Tsing	0	57	0	0
Islands	4	21	0	532
All Districts	557	1 450	4	3 225

**2011/12 School Year**

District	Government	Aided	Caput	DSS
Central & Western	3	26	0	276
Wan Chai	27	188	0	63
Eastern	7	455	0	8
Southern	0	36	0	7
Yau Tsim Mong	601	13	1	181
Sham Shui Po	3	37	1	1 027
Kowloon City	2	59	0	81
Wong Tai Sin	0	13	0	5
Kwun Tong	2	121	0	1 071
Sai Kung	1	25	0	88
Sha Tin	0	38	0	203
Tai Po	0	9	0	20
North	0	10	0	6
Yuen Long	6	140	0	98
Tuen Mun	3	578	0	0
Tsuen Wan	2	27	0	0
Kwai Tsing	0	75	0	0
Islands	4	37	0	689
All Districts	661	1 887	2	3 823

**2012/13 School Year**

District	Government	Aided	Caput	DSS
Central & Western	3	44	0	334
Wan Chai	25	228	0	64
Eastern	7	432	0	15
Southern	0	34	0	5
Yau Tsim Mong	617	18	1	194
Sham Shui Po	2	44	1	1 058
Kowloon City	1	59	0	97
Wong Tai Sin	2	16	0	3
Kwun Tong	1	134	0	1 093
Sai Kung	1	41	0	120
Sha Tin	2	30	0	178
Tai Po	0	10	0	22
North	0	11	0	3
Yuen Long	5	163	0	88
Tuen Mun	4	754	0	0
Tsuen Wan	2	29	0	0
Kwai Tsing	0	100	0	0
Islands	0	40	0	784
All Districts	672	2 187	2	4 058

**2013/14 School Year**

District	Government	Aided	Caput	DSS
Central & Western	3	52	0	361
Wan Chai	36	270	0	69
Eastern	8	454	0	23
Southern	0	38	0	3
Yau Tsim Mong	620	18	1	209
Sham Shui Po	2	50	0	1 209
Kowloon City	1	67	0	114
Wong Tai Sin	1	15	0	4
Kwun Tong	1	154	0	1 116
Sai Kung	1	89	0	136
Sha Tin	2	25	0	162
Tai Po	0	8	0	30
North	0	9	0	2
Yuen Long	7	208	0	120
Tuen Mun	4	817	0	0
Tsuen Wan	2	43	0	0
Kwai Tsing	0	122	0	0
Islands	2	68	0	820
All Districts	690	2 507	1	4 378

**2014/15 School Year**

District	Government	Aided	Caput	DSS
Central & Western	6	84	0	6
Wan Chai	51	329	0	104
Eastern	4	485	0	28
Southern	0	51	0	4
Yau Tsim Mong	607	22	1	208
Sham Shui Po	2	66	0	1 305
Kowloon City	2	127	0	137
Wong Tai Sin	1	26	0	7
Kwun Tong	0	146	0	1 074
Sai Kung	0	150	0	199
Sha Tin	2	28	0	506
Tai Po	0	12	0	34
North	1	5	0	2
Yuen Long	7	225	0	126
Tuen Mun	5	881	0	0
Tsuen Wan	2	52	0	0
Kwai Tsing	0	154	0	0
Islands	2	92	0	856
All Districts	692	2 935	1	4 596

Notes : (1) Figures refer to the position as at September of the respective school years.

(2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

(3) Figures cover students studying in ordinary public sector and DSS secondary day schools, but not special schools. We do not have readily available information about the number of NCS students in private, ESF and other international schools.

**Number of Students with Special Educational Needs (SEN) in Public Sector Mainstream Schools from the 2010/11 to 2014/15 School Years**

School Level	School Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Primary	15 370	15 940	16 810	17 390	18 200
Secondary	10 270	12 690	14 580	16 440	17 990
Total	25 640	28 630	31 390	33 830	36 190

Notes: (1) We do not provide the number of students with SEN by district as the provision of support services for students with SEN does not have relationship with the district in which they live or study.

(2) SEN-related resources are subsumed under the DSS unit subsidy and we do not separately collect the number of students with SEN in DSS schools.

**Number of Students with Special Educational Needs (SEN) in English Schools Foundation (ESF) schools, other private international schools, and private independent schools (PIS) from the 2010/11 to 2014/15 School Years**

School Year	ESF		PIS		International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2010/11	145	196	114	137	130	84	389	417
2011/12	143	202	175	208	128	86	446	496
2012/13	141	232	123	184	190	97	454	513
2013/14	139	239	69	137	262	88	470	464
2014/15	136	256	117	175	329	163	582	594

Notes : (1) Figures refer to the position as at September of the respective years.

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

**Expenditure for Initiation Programme, Induction Programme  
and School-based Support Scheme Grant for Newly-Arrived Children  
from the 2010/11 to 2014/15 School Years**

School Year		2010/11	2011/12	2012/13	2013/14	2014/15
Expenditure (\$ million)	Initiation Programme	16.2	18.2	19.4	21.5	25.0
	Induction Programme	1.9	1.8	1.9	2.2	2.1
	School-based Support Scheme Grant	20.1	21.6	22.9	25.1	26.8
	Total	38.2	41.6	44.2	48.8	53.9

Note: Figures for the 2014/15 school year are provisional and subject to revisions.



**Educational Support Measures for Non-Chinese Speaking (NCS) Students  
from the 2010/11 to 2014/15 School Years**

<b>Support Measures</b>	<b>Actual Expenditure in the 2010/11 School Year \$ million</b>	<b>Actual Expenditure in the 2011/12 School Year \$ million</b>	<b>Actual Expenditure in the 2012/13 School Year \$ million</b>	<b>Actual Expenditure in the 2013/14 School Year \$ million</b>	<b>Estimated Expenditure in the 2014/15 School Year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	<p>15.6</p> <p>Note</p>	<p>16.8</p> <p>Note</p>	<p>17.5</p> <p>Note</p>	<p>61.3</p> <p>Note</p>	<p>197.7</p> <p>Note</p>

<b>Support Measures</b>	<b>Actual Expenditure in the 2010/11 School Year \$ million</b>	<b>Actual Expenditure in the 2011/12 School Year \$ million</b>	<b>Actual Expenditure in the 2012/13 School Year \$ million</b>	<b>Actual Expenditure in the 2013/14 School Year \$ million</b>	<b>Estimated Expenditure in the 2014/15 School Year \$ million</b>
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the “Learning Framework” and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	<p>An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note</p>	<p>An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note</p>	<p>An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note</p>	<p>3.0</p> <p>Note</p>
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for the NCS students’ learning of Chinese	2.8	2.7	2.7	2.6	3.7

<b>Support Measures</b>	<b>Actual Expenditure in the 2010/11 School Year \$ million</b>	<b>Actual Expenditure in the 2011/12 School Year \$ million</b>	<b>Actual Expenditure in the 2012/13 School Year \$ million</b>	<b>Actual Expenditure in the 2013/14 School Year \$ million</b>	<b>Estimated Expenditure in the 2014/15 School Year \$ million</b>
<p>A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	9.0	12.0	13.0	21.0	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	1.4	1.4	2.0	2.5	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	-	-	2.0

<b>Support Measures</b>	<b>Actual Expenditure in the 2010/11 School Year \$ million</b>	<b>Actual Expenditure in the 2011/12 School Year \$ million</b>	<b>Actual Expenditure in the 2012/13 School Year \$ million</b>	<b>Actual Expenditure in the 2013/14 School Year \$ million</b>	<b>Estimated Expenditure in the 2014/15 School Year \$ million</b>
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.26	0.28	0.76	1.33	1.87
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	-	-	0.88	2.51	2.51
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year</p> <p>(b) School-based professional support services</p>	-	-	3.3	3.0	3.0
	-	-	-	Note	Note

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB052****(Question Serial No. 2942)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

(a) Using the table below, please provide information on cross-boundary projects or programmes in which the Education Bureau collaborated with Mainland department(s) or is/has been involved as well as the manpower and expenditure involved in the past 5 years (2010-11 to 2014-15) and the coming year (2015-16):

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved

(b) please set out the numbers, details, objectives and expenditures of the meetings between the Education Bureau and the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region/Mainland officials in the past 5 years (2010-11 to 2014-15);

(c) please set out the numbers, details, objectives, numbers of participants and expenditures of the duty visits and study trips made by Education Bureau officials to the Mainland in the past 5 years (2010-11 to 2014-15); and

(d) please set out the numbers, details, objectives, numbers of participants and expenditures of the overseas duty visits and study trips (except those to the Mainland) made by Education Bureau officials in the past 5 years (2010-11 to 2014-15).

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

Reply:

### Part (a)

By cross-boundary projects or programmes which the Education Bureau (EDB) collaborated with Mainland department(s), we refer to those projects/programmes with direct involvement of both EDB and Mainland department(s). The manpower and expenditure involved in these projects in the past five years (2010-11 to 2014-15) and the coming year (2015-16) are at Annex A and Annex B respectively.

### Part (b)

The required information on the meetings of the Education Bureau with the Liaison Office of the Central People's Government in the Hong Kong SAR (CPGLO) and other mainland officials is provided in the table below:

Financial Year	No. of Meetings with CPGLO	No. of Meetings with Mainland officials
2010-11	1	28
2011-12	1	33
2012-13	1	30
2013-14	2	29
2014-15	2	33

The Government of the Hong Kong Special Administrative Region (HKSAR) maintains necessary working relationship with the mainland government authorities and the offices set up by the Central People's Government in the HKSAR, with a view to ensuring mutual understanding and effective exchanges. The meetings are mainly for experience sharing and discussion of cooperation plans. We do not keep a separate account to capture expenditure on meetings with them.

### Parts (c) and (d)

The details and expenditure on duty visits outside Hong Kong incurred by Education Bureau officials are as below:

Financial Year	Mainland			Overseas		
	No. of Visit	No. of Official	Expenditure (\$'000)	No. of Visit	No. of Official	Expenditure (\$'000)
2010-11	60	158	844	35	92	3,782
2011-12	77	208	1,452	34	89	3,256
2012-13	80	267	1,509	34	82	3,402
2013-14	61	198	1,350	37	108	3,759
2014-15	91	216	941	40	111	3,157

The major objectives of the duty visits to the Mainland or overseas were to promote the education initiatives of Hong Kong, share experience on education reforms, explore co-operation on other educational fronts and attend international conferences on education issues.

**Cross-boundary projects or programmes in which EDB collaborated with Mainland department(s)  
from 2010-11 to 2014-15**

**2010-11**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	16.6*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Ministry of Education  Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	0.3*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair	Department of Education, Guangdong Province  Guangzhou Municipal Education	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.73* for the period from 9/2010 to 12/2012

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	formulates and carries out its own exchange	Bureau  Shenzhen Municipal Education Bureau					
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at deepening teachers' knowledge of the motherland and enhancing their capacity in promoting national education in schools through a 5-day residential professional development programme in Guangzhou and visits to schools.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content, purposes of, and impact on teachers' professional development arising from joining the exchange programme had been announced to the schools via school circular and debriefing sessions	NA	NA	0.6*
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of the development of our country and national identity.	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	China International Travel Service (HK) Holding Ltd	NA	0.3*
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the Scheme via school circular.	NA	NA	4.8*
National Day Visit to Beijing cum Professional Development Programme	The Programme aims at deepening education workers' understanding of the Mainland situation and its latest developments in education.	Ministry of Education	Completed	A letter was issued to invite school heads and teachers to join the Programme.	NA	NA	Commissioned service  0.4
Hong Kong Primary School Principals' Training Programme	The Programme aims at enhancing the leadership of primary school principals through	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to	The Hong Kong Institute of Education	NA	0.8*



Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	lectures, workshops in Hong Kong and a 7-day study-trip to Beijing.			invite applications.			
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Hong Kong Institute of Education	NA	1.1*

\*Manpower is subsumed under the departmental expenditure of the EDB

**2011-12**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	14.6*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Ministry of Education  Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	3*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.73* for the period from 9/2010 to 12/2012

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Each sister school pair formulates and carries out its own exchange.	Shenzhen Municipal Education Bureau					
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA	NA	0.7*
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the Exchange Programme via school circular.	NA	NA	1.3*
National Day Delegation from the Educational Sector of Hong Kong 2011	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite schools to join the Programme.	NA	NA	Commissioned service 0.5
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Teachers	immersion course in Guangdong followed by a lesson observation week in Hong Kong.						
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.2*
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA	NA	NA* (The expenditure was borne by Shenzhen)
#The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of	Ministry of Education and some Mainland higher education institutions.	The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2011 in December 2011, attracting a total of over 7,500 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2012/13 academic year and the Mainland Higher Education Expo 2011.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2011 was 1.2

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
	Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland.						

# The initiatives commenced in 2011-12.

\* Manpower is subsumed under the departmental expenditure of the EDB

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	17.4*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	3.0*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	between schools in Hong Kong and Guangdong.  Each sister school pair formulates and carries out its own exchange.	Guangzhou Municipal  Education Bureau  Shenzhen Municipal Education Bureau		secondary schools inviting them to join the Scheme			sum of 0.69* for the period from 10/2012 to 12/2014
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular and training calendar.	NA	NA	1.3*
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Management Promotion Centre Ltd	NA	0.3*
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	NA	2.8*
National Day Delegation from the Educational Sector of Hong Kong 2012	The Programme aims at deepening education workers' understanding of the Mainland and promoting	Ministry of Education	Completed.	A letter was issued to invite schools to join the programme.	NA	NA	Commissioned service  0.4

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	professional interflow.						
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 7-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.9 *
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 7-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	1.1*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.3*
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional	Shenzhen Municipal Education	Completed	Letters were sent to school councils	NA	NA	NA* (The expenditure



Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	exchange between school principals in Hong Kong and Shenzhen.	Bureau		inviting them to make nominations.			was borne by Shenzhen)
Pilot Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou.	The People's Government of Zhejiang Province	Completed	Under the pilot programme, letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	NA	0.3*
Letter of Intent on further strengthening exchange and co-operation between Hong Kong and Mainland higher education institutions (Letter of Intent) <input type="checkbox"/>	The Letter of Intent was signed in end June 2012 between Hong Kong and Mainland higher education institutions to further strengthen exchange and collaboration on bilateral visits, nurturing of talents and co-operation in research, etc., between the higher education institutions of the two places.	Ministry of Education and Mainland Higher Education Institutions	As at September 2013, about 5 000 Hong Kong students benefitted from the exchange activities organised by Hong Kong and Mainland higher education institutions.	The Education Bureau issued a press release on the relevant details on 28 June 2012.	NA	NA	Hong Kong and Mainland higher education institutions are responsible for implementing the co-operation initiatives. The expenditure on organising the signing ceremony of the Letter of Intent was 0.3
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education	Ministry of Education and Mainland Higher Education Institutions	In the 2012/13 academic year, over 4,200 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,000 Hong Kong students. The Education Bureau organised	The Education Bureau has issued press releases on the details of the Scheme in the 2013/14 academic year and the Mainland Higher Education Expo 2012.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2012 was 2.4

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 63 Mainland institutions participated in the Scheme in the 2012/13 academic year.		jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2012 in November 2012, attracting a total of over 7,000 visitors.				

\*Manpower is subsumed under the departmental expenditure of the EDB

**2013-14**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details have been reported to the Education Panel of Legislative Council.	NA	NA	19.7*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Zhongshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan  The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	1.9*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.69* for the period from 10/2012 to 12/2014

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
		Education Bureau					
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the programme via training calendar.	China Travel Services (HK) Ltd.	NA	Commissioned service  1.0
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	NA	0.9*
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Yazhou Travel Service Ltd	NA	Commissioned service  1.5*
National Day Delegation from the Educational Sector of Hong Kong 2013	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite schools to join the programme.	Yazhou Travel Service Ltd.	NA	Commissioned service  0.5
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.6*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.3*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.1*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.4*
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	The Chinese University of Hong Kong	NA	0.2*
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their	The People’s Government of Zhejiang Province  The People’s Government of Shanxi	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	NA	0.6*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	horizons through a 5-day study tour to Hangzhou/Xian.	Province					
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 70 Mainland institutions participated in the Scheme in the 2013/14 academic year.	Ministry of Education and Mainland Higher Education Institutions	In the 2013/14 academic year, about 2,300 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,200 Hong Kong students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2013 in November 2013, attracting a total of over 7,500 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2014/15 academic year and the Mainland Higher Education Expo 2013.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2013 was 2.5

\*Manpower is subsumed under the departmental expenditure of the EDB

**2014-15**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	The Programme commenced in August 2014 and will be completed in August 2015.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	18.5*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.	Department of Education, Guangdong Province  The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	0.7*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and secondary	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.29*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau		schools inviting them to join the Scheme			for the period from 11/2014 to 8/2015
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd	NA	0.3*
Mainland Exchange Programme for Student Leaders	The Programme aims to strengthen participants' leadership skills, broaden participants' horizons and enhance participants' understanding of our country and its development.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Yazhou Travel Service Ltd.	NA	Commissioned service  2.5
National Day Delegation from the Educational Sector of Hong Kong 2014	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite schools to join the programme.	Yazhou Travel Service Ltd.	NA	Commissioned service  0.6*
Mainland Exchange Programme for Celebration of the 65th Anniversary of the Founding of the People's Republic of China cum the 5th Anniversary of the Founding of the 'Passing on the Torch' Platform	The programme aims to broaden students' horizons and to strengthen their understanding of the culture as well as the economic and technology development of the Mainland	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd.	NA	Commissioned service  2.8
Leadership	The Programme	Beijing Normal	Completed	The	NA	NA	0.7 *



Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Enhancement Programme (with Mainland Visit) for Primary School Principals	aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	University		Programme was announced through the Training Calendar System of EDB to invite applications.			
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.3*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	80% completed, the Programme started in July 2014 and will be completed in April 2015.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.4*
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA	NA* (The expenditure was borne by Shenzhen)

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/Xian.	The People's Government of Zhejiang Province  The People's Government of Shanxi Province	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	NA	0.5*
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 75 Mainland institutions participated in the Scheme in the 2014/15 academic year.	Ministry of Education and Mainland Higher Education Institutions	In the 2014/15 academic year, about 3,200 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,500 Hong Kong students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2014 in November 2014, attracting a total of almost 9,000 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2015/16 academic year and the Mainland Higher Education Expo 2014.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2014 was 2.5
# Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland under the Scheme for Admission of	Ministry of Education and Mainland Higher Education Institutions	The MUSSS was launched in August 2014 and will benefit three cohorts of students entering the first year of undergraduate	The Education Bureau has issued press releases on the details of the MUSSS in the 2014/15 academic year.	The Working Family and Student Financial Assistance Agency (WFSFAA) 在職家庭及學 生資助事務	NA	The total expenditure on MUSSS for 2014-15 was 4.0

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme).		studies under the Admission Scheme in the 2014/15, 2015/16 and 2016/17 academic years. The application and vetting process was completed with 263 successful applicants out of 448 applications in the 2014/15 academic year.		處;  Commissioned service: China Education Exchange (HK) Center 中國教育留學交流(香港)中心		
Space Science Experiment Design Competition for Hong Kong Secondary School Students 2014/15	Organising competition to enhance Hong Kong secondary students' interest in science and technology and to promote innovation and creativity of students	China Manned Space Agency	Preliminary assessment of submitted proposals is underway.	Yes	Home Affairs Bureau, the Government of Hong Kong Special Administrative Region  Hong Kong Productivity Council	NA	NA* (The expenditure was borne by the Hong Kong Productivity Council)

\*Manpower is subsumed under the departmental expenditure of the EDB.

# The initiatives commenced in 2014-15

**Cross-boundary projects or programmes in which EDB will collaborate with Mainland department(s)  
in 2015-16**

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	The Programme will commence in August 2015 and will be completed in August 2016.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	19.6*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.	Department of Education, Guangdong Province  The Education Bureau of Foshan  The Education Bureau of Shenzhen	The programme commenced in March 2015 and will be completed in June 2015.	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	1.2*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication	Department of Education, Guangdong	Ongoing	A letter will be issued to all Hong Kong	To be commissioned	NA	Service requirements being reviewed

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
	and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Province Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau		primary and secondary schools inviting them to join the Scheme			
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	The programme will be conducted in July 2015.	Schools will be invited to nominate students and teachers participants via school circular.	to be commissioned	NA	0.6*
Mainland Exchange Programme for Student Leaders	The programme aims to broaden participants' horizons, to enhance participants' understanding of our country and its development, and to strengthen participants' leadership skills.	Ministry of Education	The programme will be conducted in April and December 2015.	Schools will be invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd.	NA	Commissioned service  2.5
National Day Delegation from the Educational Sector of Hong Kong 2015	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	The Programme will be conducted between September and October 2015.	A letter will be issued to invite schools to join the Programme.	to be commissioned	NA	Commissioned service  0.6

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Will the project/ programme be released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (estimates only, \$ million)</b>
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	The Programme will be held in May 2015.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.7*
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	The Programme will be held in April 2015.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.3*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	The Programme will commence in July 2015 and complete in March 2016.	The Programme will be announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	The Programme will be held in July 2015.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	Local teacher education institution to be commissioned by the EDB through quotation exercise.	NA	1.4*

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Will the project/ programme be released to the public?</b>	<b>Other HKSAR government departments and/or commissioned services involved and/or name of the organisation</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (estimates only, \$ million)</b>
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	The Forum will be held in November 2015.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.	Local teacher education institution to be commissioned by the EDB through quotation exercise.	NA	0.2*
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 78 Mainland institutions participated in the Scheme in the 2015/16 academic year.	Ministry of Education and Mainland Higher Education Institutions	The Education Bureau will continue to assist the Ministry of Education in implementing the Scheme in Hong Kong. Our initial plan is to organise jointly with the Ministry of Education the Mainland Higher Education Expo 2015 in end 2015.	The Education Bureau has issued press releases on the details of the Scheme in the 2015/16.	NA	NA	The estimated expenditure on organising the Mainland Higher Education Expo 2015 is about 3.7

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
#Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme).	Ministry of Education and Mainland Higher Education Institutions	The MUSSS will continue to be implemented in the 2015/16 academic year and be subject to review after three cohorts of students entering the first year of undergraduate studies under the Admission Scheme in the 2014/15, 2015/16 and 2016/17 academic	The Education Bureau will issue press releases on the details of the MUSSS in the 2015/16 academic year.	The Working Family and Student Financial Assistance Agency (WFSFAA) 在職家庭及學生資助事務處;  Commissioned service: China Education Exchange (HK) Center 中國教育留學交流 (香港) 中心	NA	The estimated expenditure on MUSSS for 2015-16 will be 16.5

\* Manpower is subsumed under the departmental expenditure of the EDB

# The initiative commenced in 2014-15

- End -



**CONTROLLING OFFICER'S REPLY****EDB053****(Question Serial No. 2943)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding education for non-Chinese speaking (NCS) students, please provide the following information in the past 5 years (i.e. from 2010/11 to 2014/15 school year):

(a) the number of NCS students with a breakdown by stage, grade level, types and ethnicity of the students;

Table 1: Kindergarten

	2010/2011		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary School

	2010/2011					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						

White						
Mixed						
Others						
Total						

Table 3: Secondary School

	2010/2011						
	S1	S2	S3	S4	S5	S6	S7
Indonesian							
Filipino							
Indian							
Pakistani							
Nepalese							
Japanese							
Thai							
Korean							
Other Asian							
White							
Mixed							
Others							
Total							

Table 4: Special School

	2010/2011					
	School for Children with Visual Impairment	School for Children with Hearing Impairment	School for Children with Physical Disability	School for Children with Intellectual Disability	School for Social Development	Hospital School
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

(b) the numbers of kindergartens, primary schools, secondary schools and special schools which have admitted NCS students, with a breakdown by the intake of such students;

	2010/11			
No. of NCS Students	Kindergarten	Primary school	Secondary school	Special school
Under 10				
10-30				
30-50				
Above 50				

(c) the details of and the expenditure incurred by the Education Bureau (EDB) on the development of the Support Network (Education services for NCS students);

(d) the number of NCS students pursuing the remedial programmes offered by the Chinese Language Learning Support Centres and the number of such centres in various districts;

(e) the numbers of students and schools participating in the Project of After-school Extended Chinese Learning and the total provision involved;

(f) the number of schools joining the Language Support Services, the number of NCS students benefited from such services and the expenditure involved;

(g) the number of schools joining the School-based Curriculum Development Support Services for primary schools, the number of NCS students benefited from such services and the expenditure involved;

(h) the number of students participating in the Induction programme, Initiation programme and 4-week Summer bridging programme, the number of schools offering such programmes and the total provision involved;

(i) details of the Pilot Scheme on Workplace Chinese Language, and the annual number of NCS students participating in the scheme as well as the total provision involved since its introduction in July 2012;

(j) the implementation details of activities co-organised by the EDB and non-governmental organisations and targeted at NCS students, as well as the numbers of participants and participating organisations of such activities;

(k) the number of NCS students sitting for the Chinese examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) and the number of students who were granted full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme; and

(l) the expenditure and staff establishment involved in implementing the Chinese Language Curriculum Second Language Learning Framework designed for NCS students, and the numbers of primary and secondary teachers, ethnic minority teachers and teaching assistants who received the relevant training.

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

Reply:

(a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) ethnic minority students by ethnicity as asked in the question studying at different grade levels in public sector and Direct Subsidy Scheme (DSS) primary and secondary

schools, and special schools from the 2010/11 to 2014/15 school years is tabulated at [Annex A](#), [Annex B](#) and [Annex C](#) respectively. The number of ethnic minority students studying at different grade levels in kindergartens from the 2010/11 to 2014/15 school years is tabulated at [Annex D](#).

- (b) The number of schools with NCS students ranging from “less than 10”, “10 to 29”, “30 to 49” and “50 and above” in kindergartens, public sector and DSS primary and secondary schools, and special schools from the 2010/11 to 2014/15 school years is tabulated at [Annex E](#).
- (c) From the 2006/07 to 2012/13 school years, schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with the Education Bureau (EDB) to develop school-based support measures and share experiences with other schools were provided additional funding and professional support services to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. The funding arrangement has been revised with effect from the 2013/14 school year under which all schools admitting 10 or above NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. Starting from the 2014/15 school year, the funding support has been enhanced to facilitate schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and creation of an inclusive learning environment in schools. Through the sharing of these schools with other schools admitting NCS students via the school support network that EDB has formed, all NCS students will benefit. The development of the support network is undertaken by different sections of EDB and deployment of staff may be adjusted having regard to the needs and circumstances. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure by item is not available.
- (d) The number of NCS students participating in the after-school support programmes offered by the Chinese Language Learning Support Centres and number of venues from the 2010/11 to 2014/15 school years are tabulated below:

School year	No. of participating NCS students	No. of venues
2010/11	482	11
2011/12	588	15
2012/13	503	16
2013/14	523	19
2014/15 (Note)	970	24

Note: Figures as at January 2015.

- (e) The time-limited Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund has started since the 2010/11 school year. Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students. The number of participating schools and NCS students from the 2010/11 to 2013/14 school years is tabulated below:

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2010/11	72	2 300	9
2011/12	90	4 000	12
2012/13	92	4 300	13
2013/14	134	8 200	21

- (f) The number of schools admitting NCS students provided with the Language Learning Support Services from the 2010/11 to 2014/15 school years is as follows:

School year	No. of participating schools	No. of participating NCS students
2010/11	17	4 100
2011/12	18	4 200
2012/13	21	5 100
2013/14	25	6 200
2014/15 (Note)	17	1 400

**Note:**

From the 2014/15 school year, EDB has enhanced the school-based professional support services for schools admitting NCS students through diversified modes. In addition to the professional support services provided under Language Learning Support Services, schools admitting NCS students are also supported through the Professional Development Schools Scheme, the University-school Support Programmes, School Support Partners (Seconded Teacher), etc. funded by the Education Development Fund. In the 2014/15 school year, a total of 79 schools admitting NCS students are receiving the professional support services, benefitting about 9 410 NCS students. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure is not available.

- (g) One of the objectives of the school-based curriculum development support services is to support schools to address learner diversity from the curriculum perspective. The services are school-based and contextualised in the needs of schools to benefit all students including but not limited to NCS students in the participating schools. In the past five years, about 160 primary schools received school-based support services each year. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure is not available.
- (h) The number of schools / non-governmental organisations (NGOs) participating in the full-time Initiation Programme, Induction Programme and Summer Bridging Programme for NCS students, the number of participating NCS students and the expenditure from the 2010/11 to 2014/15 school years are tabulated below:

**Initiation Programme**

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2010/11	3	223	4.55
2011/12	3	185	4.53
2012/13	3	159	5.06
2013/14	3	124	5.34
2014/15 (estimated)	3	117	5.79

**Induction Programme**

School year	No. of participating NGOs	No. of participating NCS students	Expenditure (\$)
2010/11	0	0	0
2011/12	1	10	17,700
2012/13	1	17	18,600
2013/14	0	0	0
2014/15 (estimated)	0	0	0

## Summer Bridging Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2010/11	26	1 300	1.4
2011/12	25	1 300	1.4
2012/13	31	1 700	2.0
2013/14 (Note)	38	1 730	2.5
2014/15 (Note)	40	1 750	2.8

### Note:

Starting from 2013, the Summer Bridging Programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children. About 250 and 360 NCS parents participated in 2013 and 2014 respectively.

- (i) The Pilot Scheme on Workplace Chinese Language Programme for NCS Students was rolled out in the 2011/12 school year with a view to enhancing NCS students' competitiveness in the workplace. 12 courses pegged with Qualifications Framework Levels 1 to 3 are being developed by phases in 4 years. In the 2011/12, 2012/13 and 2013/14 school years, about 60, 100 and 60 NCS students participated in the programmes respectively. Relevant figures for the 2014/15 school year are not available. About \$1 million has been earmarked for this project.
- (j) Since the 2012/13 school year, in collaboration with NGOs, district-based programmes have been organised for NCS students aged 3 to 9 in localities with a greater concentration of NCS children with a view to motivating them to learn Chinese through fun activities such as games and creative arts, etc. A total of about 1 700 NCS students have joined the programmes organised by 4 NGOs.
- (k) Eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education. Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level. Besides, starting from the 2011/12 school year, apart from the examination fee subsidy, eligible needy NCS students sitting for the GCSE (Chinese) examinations can apply for full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme (EFRS). The EFRS has further been extended to eligible needy NCS students taking the IGCSE, GCE AS-Level and GCE A-Level (Chinese) examinations from the 2012/13 school year onwards. The number of NCS students subsidised and granted full or half fee remission of the subsidised examination fee under the EFRS from the 2010/11 to 2014/15 school years are tabulated below:

School year	No. of NCS students subsidised	No. of NCS students granted full fee remission	No. of NCS students granted half fee remission
2010/11	313	-	-
2011/12	536	60	41
2012/13	1 119	125	88
2013/14	1 222	128	95
2014/15	1 471	Not yet available	Not yet available

- (1) EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up education support for NCS students in learning the Chinese Language through, among others, facilitating schools' implementation of the "Learning Framework". Related measures are provided by different sections of EDB and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund. A total of 35 seminars and workshops have been arranged since June 2014 to enable every primary and secondary school admitting NCS students to have the professional development opportunities for their teachers to understand the "Learning Framework" as well as to use the assessment tools and planning tools effectively. In addition, to enhance pedagogical effectiveness in supporting NCS students' learning of the Chinese language, how to teach Chinese from a second language learners' perspective has been embedded in the different professional development programmes for teachers as appropriate. We have not kept a separate record of which training programmes have incorporated such elements and are therefore unable to give the number of teachers who have attended the programmes or its breakdown. The manpower resources and expenses for providing the training programmes are mainly subsumed under the overall expenditure of EDB.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in primary schools  
from the 2010/11 to 2014/15 school years**

P1	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	5	17	9	18	21
Filipino	182	188	205	194	216
Indian	137	149	166	147	143
Pakistani	416	474	504	481	521
Nepalese	233	204	216	246	299
Japanese	13	8	22	16	26
Thai	16	20	14	18	23
Korean	6	4	4	7	11
Other Asian	6	10	4	16	42
White	48	63	84	118	109
Others	77	89	71	94	58
Total	1 139	1 226	1 299	1 355	1 469

P2	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	12	6	16	12	22
Filipino	203	191	197	211	208
Indian	137	144	161	163	154
Pakistani	453	445	498	515	506
Nepalese	190	234	207	220	253
Japanese	8	14	11	19	14
Thai	18	15	27	20	20
Korean	5	6	5	5	9
Other Asian	2	10	10	3	53
White	58	55	62	98	118
Others	82	86	81	86	69
Total	1 168	1 206	1 275	1 352	1 426



P3	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	6	15	6	17	12
Filipino	222	205	193	211	224
Indian	169	143	142	168	159
Pakistani	453	479	445	490	522
Nepalese	198	195	244	206	222
Japanese	8	8	12	12	18
Thai	19	19	21	25	19
Korean	3	5	5	5	4
Other Asian	1	3	8	10	23
White	40	51	52	62	90
Others	68	84	77	88	62
Total	1 187	1 207	1 205	1 294	1 355

P4	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	9	7	13	10	18
Filipino	197	223	224	194	210
Indian	148	179	161	138	171
Pakistani	443	479	497	457	505
Nepalese	168	208	208	250	204
Japanese	6	7	7	9	12
Thai	15	23	22	22	27
Korean	5	3	3	4	5
Other Asian	3	4	7	6	34
White	38	41	52	55	65
Others	59	64	73	83	59
Total	1 091	1 238	1 267	1 228	1 310

P5	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	8	7	6	13	10
Filipino	207	201	232	228	199
Indian	175	166	195	155	139
Pakistani	440	474	485	498	469
Nepalese	194	168	220	212	249
Japanese	13	6	7	7	7
Thai	29	14	26	29	22
Korean	3	3	2	2	6
Other Asian	3	4	5	3	29
White	48	34	44	53	55
Others	47	57	48	78	61
Total	1 167	1 134	1 270	1 278	1 246

P6	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	9	7	7	6	15
Filipino	183	206	201	237	228
Indian	143	186	164	191	157
Pakistani	376	446	466	480	506
Nepalese	186	196	162	212	207
Japanese	7	13	5	6	6
Thai	18	34	16	27	32
Korean	6	1	3	2	2
Other Asian	2	6	1	4	20
White	29	45	35	42	55
Others	41	39	53	47	54
Total	1 000	1 179	1 113	1 254	1 282

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not classified as an ethnicity.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in secondary schools  
from the 2010/11 to 2014/15 school years**

S1	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	8	12	7	11	12
Filipino	256	237	254	238	266
Indian	179	197	220	185	220
Pakistani	453	502	496	506	559
Nepalese	212	229	236	194	249
Japanese	10	10	11	12	10
Thai	14	12	19	14	21
Korean	8	8	7	8	12
Other Asian	2	11	11	18	46
White	25	24	24	29	42
Others	81	68	86	106	70
Total	1 248	1 310	1 371	1 321	1 507

S2	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	9	6	9	3	11
Filipino	225	259	241	253	248
Indian	180	193	200	236	187
Pakistani	347	451	485	494	474
Nepalese	184	216	228	239	194
Japanese	12	12	12	12	12
Thai	14	13	10	29	17
Korean	8	10	7	6	8
Other Asian	7	2	6	6	35
White	19	27	22	25	33
Others	64	86	71	83	78
Total	1 069	1 275	1 291	1 386	1 297

S3	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	10	9	6	8	6
Filipino	186	223	258	247	254
Indian	174	184	197	202	232
Pakistani	304	320	429	469	505
Nepalese	146	173	206	232	229
Japanese	11	12	13	10	10
Thai	9	15	15	9	34
Korean	4	10	11	8	8
Other Asian	7	8	3	7	25
White	16	23	30	24	32
Others	49	58	74	74	75
Total	916	1 035	1 242	1 290	1 410

S4	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	5	5	7	5	9
Filipino	162	181	224	258	241
Indian	104	170	194	206	200
Pakistani	218	291	312	416	448
Nepalese	106	160	180	208	240
Japanese	10	12	14	15	13
Thai	12	7	15	17	11
Korean	7	4	11	10	7
Other Asian	8	7	8	3	24
White	30	24	26	30	31
Others	55	54	61	82	55
Total	717	915	1 052	1 250	1 279

S5	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	7	3	5	6	3
Filipino	118	142	167	210	242
Indian	108	94	149	181	192
Pakistani	145	194	258	272	382
Nepalese	106	92	142	169	201
Japanese	7	11	10	11	11
Thai	5	10	5	14	11
Korean	5	5	3	10	13
Other Asian	1	5	4	8	31
White	27	24	16	21	27
Others	31	60	51	56	40
Total	560	640	810	958	1 153

S6	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	0	5	3	5	6
Filipino	20	107	133	159	197
Indian	12	92	88	137	165
Pakistani	18	131	173	237	239
Nepalese	9	86	73	132	156
Japanese	4	7	11	10	10
Thai	1	5	9	4	13
Korean	1	5	4	3	9
Other Asian	1	0	3	6	20
White	7	22	14	9	15
Others	8	26	51	46	36
Total	81	486	562	748	866

S7	2010/11	2011/12
Indonesian	0	0
Filipino	11	18
Indian	18	11
Pakistani	11	18
Nepalese	3	9
Japanese	3	3
Thai	1	1
Korean	1	1
Other Asian	0	0
White	2	3
Others	4	5
Total	54	69

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not classified as an ethnicity.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying in special schools  
from the 2010/11 to 2014/15 school years**

<b>2010/11</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	2	0
Filipino	1	1	3	18	3
Indian	0	1	2	10	0
Pakistani	1	4	6	53	1
Nepalese	0	0	2	19	0
Japanese	0	0	1	4	0
Thai	0	0	0	0	0
Korean	1	0	0	1	0
Other Asian	0	0	0	0	0
White	0	0	0	1	0
Others	1	0	1	14	1
<b>Total</b>	<b>4</b>	<b>6</b>	<b>15</b>	<b>122</b>	<b>5</b>

<b>2011/12</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	1	0
Filipino	1	2	4	18	3
Indian	0	2	2	11	0
Pakistani	1	12	14	57	1
Nepalese	0	2	5	22	1
Japanese	0	0	1	4	0
Thai	0	0	1	0	0
Korean	1	0	1	1	0
Other Asian	0	0	0	0	0
White	0	0	1	2	0
Others	1	1	1	17	0
<b>Total</b>	<b>4</b>	<b>19</b>	<b>30</b>	<b>133</b>	<b>5</b>

<b>2012/13</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	1	0
Filipino	1	2	5	22	4
Indian	0	2	1	13	0
Pakistani	1	12	16	61	0
Nepalese	0	2	5	28	1
Japanese	0	0	1	4	0
Thai	0	0	1	0	0
Korean	1	0	1	1	0
Other Asian	0	0	0	0	0
White	1	0	1	2	0
Others	1	1	0	15	0
Total	5	19	31	147	5

<b>2013/14</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	4	0
Filipino	1	2	6	28	2
Indian	0	1	1	23	0
Pakistani	1	12	18	71	0
Nepalese	0	2	6	31	0
Japanese	0	0	1	7	0
Thai	0	0	1	3	0
Korean	1	0	1	1	0
Other Asian	0	0	0	3	0
White	1	0	1	3	0
Others	1	1	1	19	0
Total	5	18	36	193	2



<b>2014/15</b>	<b>Schools for Children with Visual Impairment</b>	<b>Schools for Children with Hearing Impairment</b>	<b>Schools for Children with Physical Disability</b>	<b>Schools for Children with Intellectual Disability</b>	<b>Schools for Social Development</b>
Indonesian	0	0	0	5	2
Filipino	2	2	6	32	2
Indian	1	1	1	25	0
Pakistani	1	11	20	81	0
Nepalese	0	2	5	33	1
Japanese	0	0	1	10	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	5	0
White	2	0	2	5	0
Others	0	1	2	11	4
<b>Total</b>	<b>7</b>	<b>17</b>	<b>39</b>	<b>212</b>	<b>14</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Students from hospital school are not included due to the transitional nature of the education service provided.
4. "Mixed" is not classified as an ethnicity.

**Number of ethnic minority students by ethnicity  
studying at different grade levels in kindergartens  
in the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years**

K1	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	25	19	34	20	27
Filipino	165	156	192	210	199
Indian	330	346	378	364	411
Pakistani	398	463	429	430	478
Nepalese	263	282	331	303	309
Japanese	296	333	329	321	315
Thai	31	44	32	31	36
Korean	86	84	103	108	113
Other Asian	62	61	94	106	168
White	1 030	1 160	1 352	1 490	1 208
Others	389	433	446	467	506
Total	3 075	3 381	3 720	3 850	3 770

K2	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	14	27	22	25	22
Filipino	408	212	197	225	242
Indian	352	388	387	399	392
Pakistani	530	498	547	478	503
Nepalese	226	263	303	337	315
Japanese	269	307	310	274	255
Thai	41	36	40	38	36
Korean	89	99	109	96	113
Other Asian	81	67	50	71	158
White	1 188	1 359	1 446	1 528	1 304
Others	315	466	454	503	500
Total	3 513	3 722	3 865	3 974	3 840

K3	2010/11	2011/12	2012/13	2013/14	2014/15
Indonesian	11	14	10	24	27
Filipino	326	189	194	207	200
Indian	258	259	258	270	275
Pakistani	468	559	497	506	505
Nepalese	202	215	273	310	330
Japanese	240	246	259	239	202
Thai	29	31	42	31	32
Korean	67	58	42	53	58
Other Asian	38	51	22	51	103
White	767	837	873	821	733
Others	255	226	306	334	293
Total	2 661	2 685	2 776	2 846	2 758

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data covers ethnic minority students regardless of their spoken language.
4. "Mixed" is not classified as an ethnicity.

**Number of schools with non-Chinese speaking (NCS) students ranging from  
less than 10, 10 to 29, 30 to 49 and 50 and above in  
kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools,  
and special schools from the 2010/11 to 2014/15 school years**

Number of NCS Students	<b>2010/11</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	348	244	219	38
10 - 29	87	28	14	2
30 - 49	35	10	6	0
50 or above	68	24	17	0
Number of NCS Students	<b>2011/12</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	360	246	211	37
10 - 29	80	34	15	5
30 - 49	36	9	4	0
50 or above	68	28	23	0
Number of NCS Students	<b>2012/13</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	357	247	214	38
10 - 29	100	34	19	7
30 - 49	28	12	3	0
50 or above	74	28	24	0
Number of NCS Students	<b>2013/14</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	374	232	203	37
10 - 29	97	46	34	9
30 - 49	27	13	5	0
50 or above	74	29	25	0
Number of NCS Students	<b>2014/15</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	343	221	193	36
10 - 29	109	56	40	12
30 - 49	36	9	7	0
50 or above	69	35	27	0

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for kindergartens cover students studying in kindergarten-cum-child care centres.
4. The data include NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum.
5. Hospital school is not included in special schools due to the transitional nature of the education service provided.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB054**

**(Question Serial No. 2944)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education , (3) Secondary Education , (4) Special Education ,  
(7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

On the attendance at public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide the information of the past 5 years (2010/11 to 2014/15 school years):

- (a) among the students with SEN who attended the Hong Kong Certificate of Education Examination (HKCEE), Hong Kong Advanced Level Examination (HKALE) and Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students applying for special examination arrangements by category of SEN and category of special arrangements;
- (b) the number of dropped out Secondary 4 and Secondary 5 students with SEN and the number of students with SEN who have studied Secondary 6 but eventually did not enrol in the HKDSE or have enrolled in the HKDSE but were absent at the examination, by category of SEN and category of special arrangements;
- (c) the Hong Kong Examinations and Assessment Authority's expenditure on making special examination arrangements for candidates of public examinations;
- (d) the details of special examinations arrangements made by existing mainstream schools for students with SEN to attend the Pre-Secondary One Hong Kong Attainment Test and Territory-wide System Assessment, as well as the Education Bureau's expenditure on making special examination arrangements in the past 5 years.

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

Reply:

- (a) The number of students with SEN applying for special examination arrangements in the HKCEE, HKALE and HKDSE Examination in the past five years, listed by categories of SEN and special examination arrangements is at **Appendix**.
- (b) Data relating to students with SEN are collected from schools through a separate computer system which was developed for use by secondary schools in the 2008/09 school year. The number of secondary students with SEN who left school after completing Secondary 4 (S4) or Secondary 5 (S5) is captured through the system only since the 2011/12 school year. Therefore, such information is not

available for the 2010/11 school year. As for the 2011/12 to 2013/14 school years, about 230, 330 and 400 students with SEN were reported to have left school after completing S4 or S5 respectively. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study, etc. With the implementation of the new senior secondary curriculum and the diversified articulation to different pathways for lifelong learning, all students, including those with different types of SEN, will consider a variety of factors such as one's own academic/ vocational/ career/ life aspirations, interests, aptitude and educational needs to make an informed choice of their exit pathway. Providing a breakdown of S4 and S5 students who left school by their SEN types is not meaningful and can be misleading.

We do not have the information on the number of Secondary 6 students with SEN who did not enroll in the HKDSE Examination or enrolled but were absent from the HKDSE Examination.

- (c) The expenditure incurred by the Hong Kong Examinations and Assessment Authority on the provision of special examination arrangements for HKCEE, HKALE and HKDSE Examination in the past five years is as follows -

<b>Year</b>	<b>Expenditure (\$ million)</b>
<b>2010/11</b>	2.9
<b>2011/12</b>	4.5
<b>2012/13</b>	3.4
<b>2013/14</b>	7.2
<b>2014/15</b>	10.2*

\* Figure projected based on the resources required in handling the increase in number of candidates with SEN and the complexity for special examination arrangements

- (d) For the Pre-Secondary One Hong Kong Attainment Test, the Education Bureau (EDB) has been facilitating primary schools to indicate the needs of their students with special educational needs as well as their recommendations of the support to be required in a prescribed form for Primary Six parents/students to be delivered to the secondary schools to which each student is allocated a school place so that the secondary schools will provide the special arrangements accordingly. The special arrangements required mainly include extending the time of the test, exemption of the listening test and special seating arrangements. Secondary schools may request EDB's assistance, if necessary, such as provision of enlarged question and answer booklets. EDB incurred a total cost of about \$260,000 for this purpose in the past five years.

For Territory-wide System Assessment (TSA), schools may select special arrangements for SEN students according to their needs. The special arrangements for Oral, Chinese audio-visual (CAV) and Written assessments are as follows –

(i) Oral and CAV assessments

CAV assessments for primary schools and Oral assessments are conducted on a sampling basis. Under normal circumstances, SEN students would not be included in the Student Sample List. However, depending on individual needs, schools may request in writing to put any SEN students in the pool for random selection. In that case, no special arrangements will be provided to those students concerned.

(ii) Written assessments

Schools may make reference to their own special arrangements for SEN students in recent internal examinations and adopt them in the TSA where appropriate. In addition, the Hong Kong Examinations and Assessment Authority would provide some major adjustment arrangements such as allowing students to take assessments separately, extending assessment duration, providing auxiliary

facilities and equipment (e.g. typewriter or magnifier for students with Visual Impairment), Braille scripts, enlarged scripts, single-paged printing of question papers, coloured question papers (e.g. ivory, green) as well as A3 question-answer booklets, allowing students to use screen readers and other answering methods (e.g. typing the answers through the use of computers) and other ways to present the questions such as reading aloud the questions for students with Severe Reading Difficulties sitting for Listening and Writing papers.

The expenditure on the provision of special examination arrangements for the TSA in the past five years is as follows –

<b>Year</b>	<b>Expenditure (\$ million)</b>
<b>2010/11</b>	0.18
<b>2011/12</b>	0.13
<b>2012/13</b>	0.21
<b>2013/14</b>	0.12
<b>2014/15</b>	0.13*

\*Projected figure

**Numbers of Students Applying for Special Examination Arrangements in the HKCEE, HKALE and HKDSE from 2010/11 to 2014/15**  
**(by Categories of Special Educational Needs)**

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2011	HKCEE #	33	11	52	8	24	24	152
	HKALE	50	36	91	12	11	35	235
2012	HKDSE	103	63	251	82	339	218	1 056
	HKALE	43	35	98	15	16	50	257
2013	HKDSE	100	71	224	110	461	242	1 208
	HKALE #	6	1	10	1	0	6	24
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE *	138	76	216	139	695	456	1 720

**Numbers of Students Applying for Special Examination Arrangements in the HKCEE, HKALE and HKDSE from 2010/11 to 2014/15**  
**(by Categories of Special Examination Arrangements)**

Year of Examination	Examination	Sitting Examination at Special Centre	Extra Time Allowance	Special Question Papers			Special Answer Sheets	Exemption (Part / Whole)	Special Services		
				Braille	Enlarged	Abridged			Amanuensis	Use of Personal Computer	Use of Screen Reader
2011	HKCEE #	145	95	1	20	0	34	31	2	9	0
	HKALE	208	78	4	13	5	16	20	0	4	0
2012	HKDSE	593	458	7	51	0	217	101	2	12	42
	HKALE	234	95	4	16	13	21	30	3	10	0
2013	HKDSE	891	717	9	79	1	327	108	1	17	68
	HKALE #	22	12	0	3	2	5	4	0	1	0
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86
2015	HKDSE *	1 350	1 222	9	97	1	151	83	2	24	95

\* Figures as at 2 March 2015

# For private candidates only



- End -

**CONTROLLING OFFICER'S REPLY**

**EDB055**

**(Question Serial No. 2945)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

In respect of self-financing post-secondary institutions admitting students with special educational needs (SEN), students with disabilities and local non-Chinese speaking students, please provide information for the past 5 years (i.e. 2010/11 to 2014/15 academic years) on:

- (a) The numbers of intake of SEN students and intake of students with disabilities in these institutions, as well as the expenditure arising from the support for those students, please give a breakdown by institution and by type of students;
- (b) Of the student hostels in these institutions, how many have been provided with barrier-free facilities (in terms of hostel places)? What were the expenditure involved in constructing the barrier-free facilities for each institution in the past 5 years; and
- (c) The numbers of local non-Chinese speaking students admitted to these institutions, please give a breakdown by institution and by Chinese qualifications of the students.

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

Reply:

- (a) According to the information provided by institutions, the numbers of students with special educational needs (SEN) pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2010/11 to 2014/15 academic years by type are set out at **Annex A**. We do not provide the data in respect of individual institutions since quite a number of institutions of varying scales and with different facilities are involved and some of them are concerned about the publication and use of such data. We do not have information on the expenditure arising from the support of SEN students by institution.
- (b) Of the two self-financing post-secondary institutions providing student hostels, one has provided barrier-free facilities and the other one is in the process of installing such facilities. We do not have information on the expenditure involved in constructing barrier-free facilities in hostel by institutions.
- (c) According to the statistics provided by institutions, the number of enrolment of non-Chinese speaking students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2010/11 to 2014/15 academic years by institution are set out at **Annex B**. We do not have statistics confining to local non-Chinese speaking students or by Chinese qualifications of the students.

**Numbers of Students with SEN <sup>(Note 1)</sup> Pursuing Full-time Locally-accredited Self-financing  
Sub-degree and Undergraduate Programmes by Type  
from the 2010/11 to 2014/15 Academic Years**

Type of SEN	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Specific Learning Disabilities	13	17	28	41	61
Intellectual Disabilities	0	0	0	0	0
Autism Spectrum Disorders	6	7	13	14	21
Attention Deficit / Hyperactivity Disorder	3	7	9	17	34
Physical Disability	36	45	35	38	62
Visual Impairment	24	33	47	43	41
Hearing Impairment	32	45	45	57	79
Speech and Language Impairment	4	5	5	8	12
Others <sup>(Note 2)</sup>	53	62	70	52	102
<b>Total</b>	<b>171</b>	<b>221</b>	<b>252</b>	<b>270</b>	<b>412</b>

Notes:

1. The number of students with SEN is based on information as declared by individual students.
2. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.

**Enrolment of Non-Chinese Speaking Students of Full-time Locally-Accredited  
Self-financing Sub-degree and Undergraduate Programmes by Institution  
from the 2010/11 to 2014/15 Academic Years**

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
<b>2010/11</b>	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	2	0	2
	City University of Hong Kong	0	3	3
	HKU SPACE Po Leung Kuk Community College	11	0	11
	Hong Kong College of Technology	1	0	1
	Hong Kong Institute of Technology	17	3	20
	Lingnan University	8	0	8
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	2	0	2
	The Hong Kong Academy for Performing Arts	9	20	29
	The Hong Kong Polytechnic University	18	2	20
	The Open University of Hong Kong	0	10	10
	The University of Hong Kong	78	0	78
	Vocational Training Council	60	0	60
	Yew Chung Community College	3	0	3
	<b>Total</b>	<b>211</b>	<b>38</b>	<b>249</b>
<b>2011/12</b>	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	9	0	9
	City University of Hong Kong	12	3	15
	HKU SPACE Po Leung Kuk Community College	19	0	19
	Hong Kong Baptist University	0	1	1
	Hong Kong Institute of Technology	17	4	21
	Lingnan University	5	0	5
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	2	0	2
	The Hong Kong Polytechnic University	15	5	20
	The Open University of Hong Kong	5	6	11
	The University of Hong Kong	65	0	65
	Tung Wah College	0	4	4
	Vocational Training Council	54	0	54
	Yew Chung Community College	2	0	2
	<b>Total</b>	<b>207</b>	<b>23</b>	<b>230</b>

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
<b>2012/13</b>	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	16	16
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	23	1	24
	HKU SPACE Po Leung Kuk Community College	29	0	29
	Hong Kong Art School	0	3	3
	Hong Kong Institute of Technology	14	5	19
	Lingnan University	10	0	10
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	94	94
	The Hong Kong Polytechnic University	12	5	17
	The Open University of Hong Kong	12	3	15
	The University of Hong Kong	56	0	56
	Vocational Training Council	74	3	77
	Yew Chung Community College	19	0	19
	<b>Total</b>	<b>259</b>	<b>133</b>	<b>392</b>
<b>2013/14</b>	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	31	31
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	27	2	29
	HKU SPACE Po Leung Kuk Community College	28	0	28
	Hong Kong Art School	0	4	4
	Hong Kong Baptist University	21	0	21
	Hong Kong Institute of Technology	18	3	21
	Hong Kong Shue Yan University	0	1	1
	Lingnan University	3	0	3
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	186	186
	The Chinese University of Hong Kong	1	0	1
	The Hong Kong Academy for Performing Arts	0	12	12
	The Hong Kong Polytechnic University	8	2	10
	The Open University of Hong Kong	13	0	13
	The University of Hong Kong	73	3	76
	Tung Wah College	2	22	24
	Vocational Training Council	84	16	100
	Yew Chung Community College	25	0	25
	<b>Total</b>	<b>313</b>	<b>285</b>	<b>598</b>

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2014/15	Caritas Institute of Higher Education	7	3	10
	Centennial College	0	58	58
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	63	8	71
	Hang Seng Management College	0	3	3
	HKU SPACE Po Leung Kuk Community College	31	0	31
	Hong Kong Art School	0	5	5
	Hong Kong Baptist University	25	0	25
	Hong Kong College of Technology	1	0	1
	Hong Kong Institute of Technology	4	5	9
	Hong Kong Shue Yan University	0	1	1
	Lingnan University	4	0	4
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	228	228
	The Hong Kong Academy for Performing Arts	5	7	12
	The Hong Kong Polytechnic University	10	7	17
	The Hong Kong University of Science and Technology	0	38	38
	The Open University of Hong Kong	21	32	53
	The University of Hong Kong	119	14	133
	Tung Wah College	1	24	25
	Vocational Training Council	118	15	133
	Yew Chung Community College	23	0	23
	<b>Total</b>	<b>432</b>	<b>451</b>	<b>883</b>

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**CONTROLLING OFFICER'S REPLY****EDB056****(Question Serial No. 2946)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

The numbers of students with special educational needs, students with disabilities and local non-Chinese speaking students admitted to the member institutions of VTC in the past 5 years (i.e. 2010/11 to 2014/15 academic years), as well as the details of the support measures for these students and the expenditure incurred. Please give a breakdown by member institution and by type of students.

Asked by: Hon IP Kin-yuen (Member Question No. 10)

Reply:

The number of students with special educational needs (SEN) (including students with disabilities) and local non-Chinese speaking (NCS) students from the 2010/11 to 2014/15 academic years (AY) studying in the member institutions of the Vocational Training Council (VTC) is set out below –

<b>Type of Student / Institution</b>	<b>2010/11 AY</b>	<b>2011/12 AY</b>	<b>2012/13 AY</b>	<b>2013/14 AY</b>	<b>2014/15 AY (provisional)</b>
<b>Number of Students with SEN</b> (Notes 1 & 5)	<b>515</b>	<b>402</b>	<b>577</b>	<b>657</b>	<b>955</b>
<i>Technological and Higher Education Institute of Hong Kong</i>	N/A (Note 4)		0	0	3
<i>School for Higher and Professional Education</i>	N/A (Note 3)	13	17	11	17
<i>Hong Kong Institute of Vocational Education / Hong Kong Design Institute</i>	285	249	244	268	421
<i>Youth College</i>	210	121	304	352	478
<i>Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute</i>	20	19	12	26	36
<b>Number of Local NCS Students</b> (Notes 2 & 5)	<b>683</b>	<b>698</b>	<b>757</b>	<b>1 018</b>	<b>970</b>
<i>Technological and Higher Education Institute of Hong Kong</i>	N/A (Note 4)		0	7	10

<i>Hong Kong Institute of Vocational Education / Hong Kong Design Institute</i>	354	306	293	544	570
<i>Youth College</i>	128	125	146	168	160
<i>Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute</i>	201	267	318	299	230

Note:

1. The decrease in the number of students with SEN for the 2011/12 AY was due to the decrease of overall student number with the absence of Secondary 5 graduates in 2011 under the new academic structure.
2. From the 2010/11 to 2012/13 AY, the number of local NCS students refers to those studying in dedicated programmes only because VTC did not keep separate figures for NCS students studying in other programmes not dedicated to NCS students. Starting from the 2013/14 AY, figures of NCS students studying in other non-dedicated programmes are also included.
3. VTC only started keeping figures for students with SEN studying in the School for Higher and Professional Education from the 2011/12 AY.
4. The Technological and Higher Education Institute of Hong Kong was established in the 2012/13 AY.
5. The number of students includes students in publicly-funded and self-financing programmes offered by VTC.

N/A: Figures not available.

Services for students with SEN include provision of technical learning aids, special in-class arrangements, professional consultation, assessment services and career advisory. Since 2013-14, an additional recurrent funding of \$12 million has been allocated to VTC each year to purchase equipment and learning aids for students with SEN, provide them with psychological and student counselling services, and enhance the support for teaching and learning.

NCS students of VTC's pre-employment programmes enjoy various support services to help them better cope with study and adapt to campus life. These services include academic and learning support, such as alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community as well as advisory support for articulation and career development. Separate breakdown of resources deployed to support services for NCS students is not available.

Furthermore, Youth College (Yeo Chei Man) was set up under VTC in the 2012/13 AY to provide diversified study opportunities for students, as well as dedicated support for NCS students and students with SEN. For the 2015/16 AY, the Government has earmarked about \$25.9 million of subvention for the operation of Youth College (Yeo Chei Man), covering staff salaries, administrative costs and other operating expenses.

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**CONTROLLING OFFICER'S REPLY****EDB057****(Question Serial No. 2947)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

- (a) Please list the class-to-teacher ratios of the member institutions of the Vocational Training Council (VTC) in the past 5 years (2010/11 to 2014/15 academic years) by institution and programme level. What measures are available to improve the class-to-teacher ratios of the member institutions?
- (b) What measures are available at the VTC to deal with the decline in secondary student population? Will the job stability of the teaching staff working in the VTC be affected by these measures?

Asked by: Hon IP Kin-yuen (Member Question No. 11)

Reply:

- (a) The member institutions under the Vocational Training Council (VTC) share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units to best utilise their expertise. The overall student-to-teacher ratios of VTC's member institutions (including the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, International Culinary Institute, Maritime Services Training Institute and Pro-Act Training and Development Centres) for the 2010/11 to 2014/15 academic years are as follows –

<b>Academic Year</b>	<b>Student-to-Teacher Ratio</b>
2010/11	20.5 : 1
2011/12	20.2 : 1
2012/13	19.9 : 1
2013/14	19.3 : 1
2014/15	19.3 : 1

VTC will continue to ensure optimal deployment of resources to provide quality vocational education.

- (b) VTC regularly reviews its programme provisions and services, taking into account changing

manpower demands of industries, Government policy directions and evolving developments of disciplines. New initiatives are launched from time to time to cater for emerging needs. More recent examples include the Pilot Training and Support Scheme, industrial attachment programme for students and enhanced support for students with special educational needs. These new initiatives and other curriculum enhancements will provide opportunity for deployment of existing staff with expertise matching the requirements of the initiatives concerned.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB058**

**(Question Serial No. 2948)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide the data from 2010-11 to 2014-15 on the following items:

- (a) Total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure respectively;
- (b) Please provide a breakdown of the total expenditure on education by recurrent expenditure, non-recurrent and capital account expenditure under General Revenue Account (GRA) as well as capital expenditure under Capital Works Reserve Fund (CWRF) and Loan Fund (LF); and
- (c) Please list the following information on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support:
  - (i) The recurrent and non-recurrent expenditures under GRA, their respective percentage shares in GRA as well as in recurrent and non-recurrent expenditures on education;
  - (ii) The total expenditure (including GRA, CWRF and LF) of the above education areas and its share in the total expenditure on education;
  - (iii) The expenditure on education (including recurrent expenditure, non-recurrent and capital account expenditure under GRA only) for each of the above education areas and their respective percentage shares in the Gross Domestic Product (GDP);
  - (iv) The total expenditure on education (including GRA, CWRF and LF) of the above education areas and its percentage share in the GDP; and
  - (v) The provisions for each of the education areas and their percentage changes in the past 5 years (i.e. 2010-11 to 2014-15).

Asked by: Hon IP Kin-yuen (Member Question No. 12)

Reply:

## (a) Total expenditure and total recurrent expenditure on education

	2010-11	2011-12	2012-13	2013-14	2014-15 Revised Estimate
Total expenditure on education					
Amount (\$ million)	60,719	67,891	76,600	76,392	74,112
Percentage share of Total Public Expenditure	18.9%	17.6%	19.1%	16.7%	17.4%
Total recurrent expenditure on education					
Amount (\$ million)	51,034	55,526	60,449	63,458	68,157
Percentage share of Total Recurrent Government Expenditure	22.9%	22.9%	23.0%	22.3%	22.2%

## (b) Breakdown of the total expenditure on education by GRA, CWRP and LF

	2010-11	2011-12	2012-13	2013-14	2014-15 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
<b>General Revenue Account</b>					
Recurrent	51,034	55,526	60,449	63,458	68,157
Non-recurrent	3,016	4,033	9,050	6,033	469
Capital account	741	708	732	652	716
sub-total	54,791	60,267	70,231	70,143	69,342
<b>Capital Works Reserve Fund</b>	4,183	5,749	4,328	2,467	2,019
<b>Loan Fund</b>	1,745	1,875	2,041	3,782	2,751
Total expenditure on education	60,719	67,891	76,600	76,392	74,112

## (c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2010-11)

2010-11	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,379	4.7%	4.3%	50	1.7%	0.1%	2,429	0.14%
Primary Education	10,895	21.3%	19.9%	290	9.6%	0.5%	11,453	0.64%
Secondary Education	19,658	38.5%	35.9%	577	19.1%	1.1%	20,577	1.16%
Special Education	1,422	2.8%	2.6%	25	0.8%	0.0%	1,489	0.08%
Vocational Education <sup>(1)</sup>	2,087	4.1%	3.8%	14	0.5%	0.0%	2,135	0.12%
Post-secondary Education <sup>(2)</sup>	12,590	24.7%	23.0%	1,274	42.2%	2.3%	13,873	0.78%
Others <sup>(3)</sup>	2,003	3.9%	3.7%	786	26.1%	1.4%	2,834	0.16%
Total <sup>(4)</sup>	51,034	100%	93.1%	3,016	100%	5.5%	54,791	3.08%
Out of the above total, teacher training <sup>(5)</sup>	1,057	2.1%	1.9%	48	1.6%	0.1%	1,104	0.06%
GDP (\$ million) <sup>(6)</sup>	1,776,332							

## (c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2011-12)

2011-12	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,637	4.7%	4.4%	2	0.0%	0.0%	2,639	0.14%
Primary Education	11,770	21.2%	19.5%	34	0.8%	0.1%	12,052	0.62%
Secondary Education	21,836	39.3%	36.2%	28	0.7%	0.0%	22,179	1.15%
Special Education	1,565	2.8%	2.6%	4	0.1%	0.0%	1,606	0.08%
Vocational Education <sup>(1)</sup>	2,239	4.0%	3.7%	0	0.0%	0.0%	2,280	0.12%
Post-secondary Education <sup>(2)</sup>	13,374	24.1%	22.2%	3,018	74.8%	5.0%	16,392	0.85%
Others <sup>(3)</sup>	2,105	3.8%	3.5%	947	23.5%	1.6%	3,120	0.16%
Total <sup>(4)</sup>	55,526	100%	92.1%	4,033	100%	6.7%	60,267	3.12%
<i>Out of the above total, teacher training <sup>(5)</sup></i>	1,029	1.9%	1.7%	15	0.4%	0.0%	1,044	0.05%
GDP (\$ million) <sup>(6)</sup>	1,934,430							

## (c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2012-13)

2012-13	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,824	4.7%	4.0%	0	0.0%	0.0%	2,824	0.14%
Primary Education	12,789	21.2%	18.2%	75	0.8%	0.1%	13,143	0.65%
Secondary Education	22,594	37.4%	32.2%	95	1.0%	0.1%	23,029	1.13%
Special Education	1,723	2.9%	2.5%	8	0.1%	0.0%	1,775	0.09%
Vocational Education <sup>(1)</sup>	2,477	4.1%	3.5%	27	0.3%	0.0%	2,542	0.12%
Post-secondary Education <sup>(2)</sup>	15,841	26.2%	22.6%	8,697	96.1%	12.4%	24,538	1.20%
Others <sup>(3)</sup>	2,201	3.6%	3.1%	147	1.6%	0.2%	2,380	0.12%
Total <sup>(4)</sup>	60,449	100%	86.1%	9,050	100%	12.9%	70,231	3.45%
<i>Out of the above total, teacher training <sup>(5)</sup></i>	1,114	1.8%	1.6%	49	0.5%	0.1%	1,164	0.06%
GDP (\$ million) <sup>(6)</sup>	2,037,059							

## (c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2013-14)

2013-14	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	3,055	4.8%	4.4%	166	2.8%	0.2%	3,221	0.15%
Primary Education	13,415	21.2%	19.1%	33	0.5%	0.0%	13,716	0.64%
Secondary Education	22,911	36.1%	32.7%	17	0.3%	0.0%	23,224	1.09%
Special Education	1,787	2.8%	2.5%	1	0.0%	0.0%	1,822	0.09%
Vocational Education <sup>(1)</sup>	2,566	4.0%	3.7%	29	0.5%	0.0%	2,630	0.12%
Post-secondary Education <sup>(2)</sup>	17,465	27.5%	24.9%	597	9.9%	0.9%	18,062	0.85%
Others <sup>(3)</sup>	2,259	3.6%	3.2%	5,190	86.0%	7.4%	7,469	0.35%
Total <sup>(4)</sup>	63,458	100%	90.5%	6,033	100%	8.6%	70,143	3.29%
<i>Out of the above total, teacher training <sup>(5)</sup></i>	1,144	1.8%	1.6%	21	0.3%	0.0%	1,165	0.05%
GDP (\$ million) <sup>(6)</sup>	2,131,804							

## (c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2014-15 Revised Estimate)

2014-15 Revised Estimate	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non- recurrent	% of Non- recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	3,484	5.1%	5.0%	0	0.0%	0.0%	3,484	0.16%
Primary Education	14,803	21.7%	21.3%	18	3.8%	0.0%	15,119	0.67%
Secondary Education	24,348	35.7%	35.1%	0	0.0%	0.0%	24,684	1.10%
Special Education	1,976	2.9%	2.8%	0	0.0%	0.0%	2,009	0.09%
Vocational Education <sup>(1)</sup>	2,660	3.9%	3.8%	14	3.0%	0.0%	2,716	0.12%
Post-secondary Education <sup>(2)</sup>	18,471	27.1%	26.6%	267	56.9%	0.4%	18,739	0.83%
Others <sup>(3)</sup>	2,415	3.6%	3.5%	170	36.2%	0.2%	2,592	0.12%
Total <sup>(4)</sup>	68,157	100%	98.3%	469	100%	0.7%	69,342	3.09%
<i>Out of the above total, teacher training <sup>(5)</sup></i>	1,209	1.8%	1.7%	39	8.3%	0.1%	1,248	0.06%
GDP (\$ million) <sup>(6)</sup>	2,245,747							

## (c) (ii) Total expenditure on education by level and its percentage share

	2010-11		2011-12		2012-13		2013-14		2014-15 Revised Estimate	
	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,429	4.0%	2,639	3.9%	2,825	3.7%	3,222	4.2%	3,486	4.7%
Primary Education	12,451	20.5%	12,662	18.7%	13,439	17.5%	14,403	18.9%	15,456	20.9%
Secondary Education	21,340	35.1%	22,797	33.6%	23,354	30.5%	23,921	31.3%	25,040	33.8%
Special Education	1,554	2.6%	1,676	2.5%	1,914	2.5%	1,869	2.4%	2,066	2.8%
Vocational Education <sup>(1)</sup>	2,567	4.2%	2,624	3.9%	2,835	3.7%	3,131	4.1%	3,396	4.6%
Post-secondary Education <sup>(2)</sup>	17,399	28.7%	22,268	32.8%	29,776	38.9%	22,331	29.2%	22,019	29.7%
Others <sup>(3)</sup>	2,978	4.9%	3,225	4.8%	2,457	3.2%	7,517	9.8%	2,649	3.6%
Total <sup>(4)</sup>	60,719	100%	67,891	100%	76,600	100%	76,392	100%	74,112	100%
<i>Out of the above total, teacher training <sup>(5)</sup></i>	1,142	1.9%	1,085	1.6%	1,213	1.6%	1,222	1.6%	1,308	1.8%

## (c) (iv) Total expenditure on education by level and as % of GDP

	2010-11		2011-12		2012-13		2013-14		2014-15 Revised Estimate	
	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,429	0.14%	2,639	0.14%	2,825	0.14%	3,222	0.15%	3,486	0.16%
Primary Education	12,451	0.70%	12,662	0.65%	13,439	0.66%	14,403	0.68%	15,456	0.69%
Secondary Education	21,340	1.20%	22,797	1.18%	23,354	1.15%	23,921	1.12%	25,040	1.11%
Special Education	1,554	0.09%	1,676	0.09%	1,914	0.09%	1,869	0.09%	2,066	0.09%
Vocational Education <sup>(1)</sup>	2,567	0.14%	2,624	0.14%	2,835	0.14%	3,131	0.15%	3,396	0.15%
Post-secondary Education <sup>(2)</sup>	17,399	0.98%	22,268	1.15%	29,776	1.46%	22,331	1.05%	22,019	0.98%
Others <sup>(3)</sup>	2,978	0.17%	3,225	0.17%	2,457	0.12%	7,517	0.35%	2,649	0.12%
Total <sup>(4)</sup>	60,719	3.42%	67,891	3.51%	76,600	3.76%	76,392	3.58%	74,112	3.30%
<i>Out of the above total, teacher training <sup>(5)</sup></i>	1,142	0.06%	1,085	0.06%	1,213	0.06%	1,222	0.06%	1,308	0.06%
GDP (\$ million) <sup>(6)</sup>	1,776,332		1,934,430		2,037,059		2,131,804		2,245,747	

## (c) (v) Total expenditure on education by level and percentage change

	2010-11	2011-12		2012-13		2013-14		2014-15 Revised Estimate	
	Amount	Amount	Change over 2010-11	Amount	Change over 2011-12	Amount	Change over 2012-13	Amount	Change over 2013-14
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,429	2,639	8.6%	2,825	7.0%	3,222	14.1%	3,486	8.2%
Primary Education	12,451	12,662	1.7%	13,439	6.1%	14,403	7.2%	15,456	7.3%
Secondary Education	21,340	22,797	6.8%	23,354	2.4%	23,921	2.4%	25,040	4.7%
Special Education	1,554	1,676	7.9%	1,914	14.2%	1,869	-2.4%	2,066	10.5%
Vocational Education <sup>(1)</sup>	2,567	2,624	2.2%	2,835	8.0%	3,131	10.4%	3,396	8.5%
Post-secondary Education <sup>(2)</sup>	17,399	22,268	28.0%	29,776	33.7%	22,331	-25.0%	22,019	-1.4%
Others <sup>(3)</sup>	2,978	3,225	8.3%	2,457	-23.8%	7,517	205.9%	2,649	-64.8%
Total <sup>(4)</sup>	60,719	67,891	11.8%	76,600	12.8%	76,392	-0.3%	74,112	-3.0%
Out of the above total, teacher training <sup>(5)</sup>	1,142	1,085	-5.0%	1,213	11.8%	1,222	0.7%	1,308	7.0%

For adult education, starting from the 2005/06 school year, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 Working Family and Student Financial Assistance Agency (formerly the Student Financial Assistance Agency). With effect from the 2011/12 school year, the scheme has been running on a recurrent basis and the expenditure is reflected under recurrent expenditure of secondary education.

## Notes

1. Expenditure on vocational education covers provision to the Vocational Training Council and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.
2. Expenditure on post-secondary education covers provision for degree or above and sub-degree education (excluding vocational education) and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.  
  
The increase in expenditure in 2011-12 is mainly due to the set-up of the Self-financing Post-secondary Education Fund (\$2.5 billion) and higher capital works expenditure (\$2.1 billion). The increase in expenditure in 2012-13 is mainly due to one-off injections into various funds totaling \$7 billion in 2012-13, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion). These injections were completed in 2012-13 and hence the decrease in expenditure in 2013-14.
3. Others include expenditure on Project Yi Jin / Yi Jin Diploma / below sub-degree programmes (excluding vocational education), home-school co-operation activities, school uniformed group activities, bureau support, etc. and other non-recurrent expenditure. The increase in expenditure in 2013-14 is mainly due to one-off injection into the Language Fund (\$5 billion). The injection was completed in 2013-14 and hence the decrease in expenditure in 2014-15.
4. The sums of figures may not add up to total due to rounding.
5. Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grant Committee-funded institutions. The related expenditure has been subsumed in the respective education level.
6. GDP is calendar-year-based and may be subject to further revision by the Census & Statistics Department.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB059**

**(Question Serial No. 2949)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and Subsidies, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to the universities, continuing education providers (including training providers of the Project Yi Jin), the Hong Kong Institute of Education, the Vocational Training Council, adult education providers, all secondary schools, primary schools, kindergartens and special schools in the government, aided, Direct Subsidy Scheme and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place from 2012-13 to 2014-15.

Asked by: Hon IP Kin-yuen (Member Question No. 13)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out below –



	Financial Provision			Unit Cost		
	2012-13 Actual	2013-14 Actual	2014-15 Revised Estimate	2012-13 Actual	2013-14 Actual	2014-15 Revised Estimate
	\$ million	\$ million	\$ million	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme <sup>1</sup>	2,143	2,277	2,580	N/A	N/A	N/A
Government primary schools <sup>2</sup>	897	940	1,025	50,416	54,623	59,760
Aided primary schools	10,973	11,405	12,521	44,451	47,186	51,670
English Schools Foundation Junior Schools	117	117	119	20,938	20,915	21,210
Primary schools under the Direct Subsidy Scheme	609	660	729	42,222	45,278	49,040
Government secondary schools <sup>2</sup>	1,396	1,396	1,455	57,249	62,767	68,710
Aided secondary schools	18,219	18,255	19,339	49,246	53,987	61,460
Caput schools	159	111	94	52,652	56,334	56,710
English Schools Foundation Secondary Schools	170	170	171	28,873	28,962	29,050
Secondary schools under the Direct Subsidy Scheme	2,317	2,462	2,674	45,965	49,390	54,300
Aided special schools	1,775	1,822	2,009	196,976	203,472	225,670
Vocational Training Council <sup>3</sup>						
- Higher technician / technician level	2,013	2,082	2,182	74,900	81,200	88,100
- Craft level				63,500	67,200	69,200
University Grants Committee-funded Institutions <sup>4</sup>	13,550	14,989	15,968	213,082	222,422	226,350
The Hong Kong Institute of Education <sup>4</sup>	610	655	695	142,382	151,897	153,470

There is no government funding allocated directly to the training providers of the Project Yi Jin / Yi Jin Diploma programme and adult education. Students taking courses under Project Yi Jin / Yi Jin Diploma programme or the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Working Family and Student Financial Assistance Agency (formerly the Student Financial Assistance Agency).

### Notes

1. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.

3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual institutions under Head 190 University Grants Committee are as follows –

	<b>2012-13 Actual \$ million</b>	<b>2013-14 Actual \$ million</b>	<b>2014-15 Revised Estimate \$ million</b>
City University of Hong Kong	1,577	1,757	1,922
Hong Kong Baptist University	814	897	978
Lingnan University	333	363	381
The Chinese University of Hong Kong	3,166	3,551	3,765
The Hong Kong Institute of Education	610	655	695
The Hong Kong Polytechnic University	2,201	2,380	2,523
The Hong Kong University of Science and Technology	1,705	1,865	1,983
The University of Hong Kong	3,144	3,522	3,722
Total*	13,550	14,989	15,968

*\*Figures may not add up due to rounding.*

The non-recurrent funding under the Matching Grant Scheme is not included. The unit cost figures are calculated on an academic year and a full-time-equivalent basis.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB060**

**(Question Serial No. 2950)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and Subsidies, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information in such areas as higher education, secondary education, primary education, pre-primary education, special education and vocational education for 2013-14 and 2014-15:

- (a) The items of one-off provisions for education under the General Revenue Account and the amount involved.
- (b) All the items of non-recurrent grants/capital subventions for education under the General Revenue Account and the amount of provision involved.

Asked by: Hon IP Kin-yuen (Member Question No. 14)

Reply:

- (a) In 2013-14, one-off injections under the General Revenue Account (GRA) totaling \$5,040 million were made to various funds, viz the Language Fund (\$5,000 million), the Self-financing Post-secondary Education Fund (\$20 million) and the HKSAR Government Scholarship Fund (\$20 million). The injection to the Language Fund was not designated for any specific education level while the other two injections were designated for post-secondary education.

There is no one-off injection to any funds in 2014-15.

- (b) The non-recurrent grants/capital subventions under GRA by education level are set out in the following table:

	2013-14 Actual \$ million	2014-15 Revised Estimate \$ million	Remarks
Post-secondary Education	15.8	24.3	Funding provision mainly for the Pilot Mainland Experience Scheme for post-secondary students, the Quality Enhancement Grant Scheme and the After-school Learning Support Partnership Pilot Scheme.
Secondary Education	312.1	335.3	Funding provision mainly for the maintenance, repairs and minor improvement projects in secondary schools and supporting schools to adopt e-textbooks.
Primary Education	299.4	315.1	Funding provision mainly for the maintenance, repairs and minor improvement projects in primary schools, the After-school Learning Support Partnership Pilot Scheme and supporting schools to adopt e-textbooks.
Pre-primary Education	166.5	0	Funding provision in 2013-14 for the one-off School Development Grant for kindergartens under the Pre-primary Education Voucher Scheme.
Special Education	35.2	33.0	Funding provision mainly for the maintenance, repairs and minor improvement projects in special schools.
Vocational Education	34.4	52.6	Funding provision mainly for the replacement and acquisition of additional furniture and equipment for existing teaching and training venues under Vocational Training Council (VTC), grant for implementing the Pilot Training and Support Scheme and the development of information technology systems in VTC.

- End -

**CONTROLLING OFFICER'S REPLY****EDB061****(Question Serial No. 2951)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. Please provide, by categories of special schools and District Council districts, the number of special school students who were able to pursue further studies (in post-secondary institutions, vocational training schools and so on) after completing secondary education in the past five school years (from 2010/11 to 2014/15) and by types the institutions where they pursued further their studies; and
2. What were the policies in support of special schools students to pursue further studies in the past five school years (from 2010/11 to 2014/15)? What kind of policies will be introduced in the future? What is the amount of public expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 15)

Reply:

(1) & (2)

As a general practice, special schools will help their students plan and apply for post-school placement having regard to their interest, capabilities and service needs. The number of students in different types of special schools who have completed secondary education and pursued further studies or vocational training, with breakdown by type of institutions (according to the information provided by the special schools), from the 2010/11 to 2013/14 school years is at the Appendix. Information for the 2014/15 school year is not available at this stage. Apart from pursuing further studies, special school leavers may also receive vocational rehabilitation service, day-time training service, day care service, etc. As post-school placement for special school students does not have any relationship with the districts where the students study, providing the figures by district is not meaningful.

The Education Bureau (EDB) has been providing resources and support for special schools to help students develop their potential and prepare for further studies or post school training/services. The relative smaller class size of special schools (ranges from 8 to 15 per class in different types of special schools) facilitates more individualized support to cater for students' diversity. Besides, additional resource teachers and specialists including speech therapist, physiotherapist, occupational therapist, educational psychologist, school nurse, school social worker, etc. are provided for the schools to cater for various needs of the students. With a view to enhancing the quality of learning and teaching in special schools, we have also been enhancing the interface between basic and senior secondary education and strengthening teacher professional development through various projects. Starting from the 2014/15 school year, a recurrent grant has been provided for special schools with senior secondary level classes to enhance the life planning and career

guidance services to meet the students' development needs. A number of measures have also been introduced to further enhance the education services provided by special schools for their students. They include providing additional teacher assistants for schools for children with intellectual disability (ID), physical disability, and visual impairment (VI) cum ID as well as the psychiatric classes of hospital school; reducing progressively the class size to 12 students per class for the school for children with VI and schools for social development. EDB will continue to implement the above measures in the coming years. The actual/estimated expenditure on special education from the 2010-11 to 2015-16 financial years is as follows:

Financial Year	2010-11	2011-12	2012-13	2013-14	2014-15 (revised estimate)	2015-16 (estimate)
Expenditure (\$ million)	1,489.5	1,606.2	1,775.3	1,822.5	2,009.3	2,186.0

**Number of students of special schools who have completed secondary education  
and pursued further studies or vocational training  
from the 2010/11 to 2013/14 school years**

2010/11 School Year		School Type							
		HI*	PD*	SSD*	VI cum ID	MiID	MoID	SID	Total
Further Studies	Training Centre (VTC)	0	0	0	0	7	0	0	7
Vocational Training	Shine Skills Centre	0	0	0	0	90	2	0	92
	Integrated Vocational Training Centre	0	0	0	0	46	0	0	46
	Integrated Vocational Training Centre-Residential Service	0	0	0	0	12	0	0	12
Total		0	0	0	0	155	2	0	157

Remarks: \* The schools did not operate any S7 classes in the 2010/11 school year and therefore there were no S7 graduates. As for the S5 students, due to the implementation of the New Senior Secondary (NSS) academic structure with effect from the 2009/10 school year, all the S5 students in the 2010/11 school year under NSS were promoted to S6 in the 2011/12 school year.

HI: Hearing Impairment

PD: Physical Disability

SSD: Schools for Social Development

VI cum ID: Visual Impairment cum Intellectual Disability

MiID: Mild Intellectual Disability

MoID: Moderate Intellectual Disability

SID: Severe Intellectual Disability

Notes: (1) The above figures are based on information collected from special schools as at September in the following school year. Students waitlisted for vocational training in the respective school years are not included.

(2) The schools for children with MiID and schools for children with MoID include the respective sections of the 7 schools for children with MiID and children with MoID.

(3) Figures for Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with VI only provides education up to secondary three, its school leavers will continue their secondary education in mainstream schools.

2011/12 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	10	5	0	0	0	0	15
	The Hong Kong Institute of Vocational Education	2	1	2	0	1	0	0	6
	Yi Jin Project	0	5	8	0	0	0	0	13
	Training Centre (VTC)	0	0	0	0	9	1	0	10
Vocational Training	Shine Skills Centre	4	3	0	0	78	4	0	89
	Integrated Vocational Training Centre	0	0	0	0	70	4	0	74
	Integrated Vocational Training Centre-Residential Service	0	0	0	0	18	1	0	19
	On the Job Training Programme for Young People with Disabilities / Sunnyway – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	1	0	0	0	0	0	1
Total		6	20	15	0	176	10	0	227



2012/13 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	2	5	4	0	0	0	0	11
	The Hong Kong Institute of Vocational Education	5	3	4	0	1	0	0	13
	Yi Jin Project	2	1	0	0	0	0	0	3
	Pro-Act Training and Development Centres (VTC)	0	0	0	0	7	0	0	7
	Youth College	0	0	2	0	0	0	0	2
	The Chinese Cuisine Training Institute	0	0	1	0	0	0	0	1
	Others (Not Specified)	0	0	2	0	0	0	0	2
Vocational Training	Shine Skills Centre	7	14	0	0	113	6	0	140
	Integrated Vocational Training Centre	0	0	0	0	65	1	0	66
	Integrated Vocational Training Centre - Residential Service	0	0	0	0	9	1	0	10
	On the Job Training Programme for Young People with Disabilities / Sunnyway – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	0	0	0	6	2	0	8
Total		16	23	13	0	201	10	0	263

2013/14 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	1	14	4	0	0	0	0	19
	The Hong Kong Institute of Vocational Education	2	5	1	0	0	0	0	8
	Yi Jin Project	1	0	0	0	0	0	0	1
	Youth College	0	0	1	0	0	0	0	1
	Others (Not Specified)	0	0	1	0	0	0	0	1
Vocational Training	Shine Skills Centre	3	5	0	0	124	19	0	151
	Integrated Vocational Training Centre	0	0	0	0	79	1	0	80
	Integrated Vocational Training Centre-Residential Service	0	0	0	0	13	0	0	13
	On the Job Training Programme for Young People with Disabilities / Sunny Way – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	0	0	0	3	0	0	3
Total		7	24	7	0	219	20	0	277

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB062**

**(Question Serial No. 2952)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of schools across the territory that had introduced the National Education subject or Moral and National Education subject in the junior secondary level in the past five school years (from 2010/11 to 2014/15 school years) and their implementation periods, by district, secondary and primary schools and special schools categories;
2. What are the government's expenditures and estimated expenditures on promoting National Education in the past five school years (from 2010/11 to 2014/15 school years) and the 2015/16 school year;
3. What are the respective numbers of students and teachers of kindergartens, primary and secondary schools and universities to whom the Bureau had offered Mainland exchange programmes in the past five school years (from 2010/11 to 2014/15 school years)? Please provide a breakdown of the number of exchange programmes, number of students and teachers as well as the public funding involved; and
4. In the past five school years (from 2010/11 to 2014/15 school years) and the 2015/16 school year, what are the staffing provisions of the Bureau for National Education? How much public funding is involved?

Asked by: Hon IP Kin-yuen (Member Question No. 16)

Reply:

On 30 April 2012, the Secretary for Education accepted the recommendations by the Curriculum Development Council on the refined Curriculum Guide for the "Moral and National Education" (MNE) subject in primary and secondary schools. In consideration of the views of the public, the MNE curriculum was shelved alongside the abolition of its initiation period in early October 2012. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. In view of the discretion given to SSBs and schools, the Government has not conducted and will not conduct any data collection exercise that aims to specifically gauge the number of schools and SSBs that decide to implement the MNE initiative or the National Education (NE) subject. Therefore, we are not able to provide a specific breakdown of the implementation of the MNE initiative or the NE subject in the past five school years (from

2010/11 to 2014/15).

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. As the staffing and expenditure for most of these items is absorbed by the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the staffing provisions of EDB for NE for the past five school years (from 2010/11 to 2014/15) and the 2015/16 school year.

Expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past five school years (from 2010/11 to 2014/15) and the 2015/16 school year are as follows:

School Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2010/11	40.7	3.1
2011/12	52.3	1.9
2012/13	33.0	1.0
2013/14 <sup>#</sup>	37.2	1.3
2014/15 <sup>*</sup>	56.9	1.3
2015/16 <sup>++</sup>	88.9	1.2

- <sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau
- <sup>#</sup> Actual figures revised from last year's estimates
- <sup>\*</sup> Provisional figures
- <sup>++</sup> Estimated figures

The number of post-secondary, secondary and primary school students who were provided with MEPs in the past five school years (from 2010/11 to 2014/15) and the expenditure involved are shown below:

School Year	Number of Students (rounded down to the nearest hundred)			Expenditure (\$million) <sup>@</sup>		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2010/11	-	21 500	16 000	-	28.9	11.8
2011/12	3 200 <sup>◇</sup>	21 800	21 300	9.8	37.9	14.4
2012/13	7 700 <sup>◇</sup>	18 200	10 900	23.2	26.1	6.9
2013/14 <sup>#</sup>	5 800 <sup>◇</sup>	22 600	14 400	17.5	29.2	8.0
2014/15 <sup>*</sup>	4 000 <sup>◇</sup>	34 900	21 100	12.0	42.4	14.5

- <sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau
- <sup>#</sup> Actual figures revised from last year's estimates
- <sup>\*</sup> Provisional figures
- <sup>◇</sup> Estimated number of beneficiaries as provision of data by pro-rata basis as in terms of

programme implementation across 8 years

The number of teachers who were provided with teachers' MEPs in the past five school years (from 2010/11 to 2014/15) and the expenditure involved are shown below:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure (\$million) <sup>@</sup>
2010/11	940	3.1
2011/12	560	1.9
2012/13	210	1.0
2013/14 <sup>#</sup>	270	1.3
2014/15 <sup>*</sup>	290	1.3

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

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

<sup>\*</sup> Provisional figures

No kindergarten students took part in the Mainland exchange programmes in the past five school years.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB063**

**(Question Serial No. 2953)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please give, for each of the 18 school districts, a breakdown of the number of kindergartens (including kindergarten-cum-child care centres), primary and secondary schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools, and provide the respective totals of these items, for the 2014/15 school year.

Asked by: Hon IP Kin-yuen (Member Question No. 17)

Reply:

The number of kindergartens (including kindergarten sections of kindergarten-cum-child care centres), primary and secondary day schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools broken down by district in the 2014/15 school year are detailed at Appendix 1.

**Table 1: Number of Kindergartens by District and by Type, 2014/15 School Year**

District	Non-Profit Making	Private Independent	All Types
Central & Western	29	10	39
Wan Chai	22	6	28
Eastern	64	19	83
Southern	25	17	42
Yau Tsim Mong	29	9	38
Sham Shui Po	42	2	44
Kowloon City	57	37	94
Wong Tai Sin	47	1	48
Kwun Tong	70	3	73
Sai Kung	45	14	59
Sha Tin	58	18	76
Tai Po	29	6	35
North	41	6	47
Yuen Long	66	5	71
Tuen Mun	58	6	64
Tsuen Wan	33	7	40
Kwai Tsing	59	4	63
Islands	23	11	34
All Districts	797	181	978

Notes: (1) Figures do not include special schools.

(2) Figures include kindergarten-cum-child care centres.

**Table 2: Number of Places and Students in Kindergartens by District, by Grade and by Type, 2014/15 School Year**

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	1 990	1 652	465	273	2 455	1 925
	K2	1 876	1 617	349	232	2 225	1 849
	K3	1 814	1 570	248	170	2 062	1 740
	All Grades	5 680	4 839	1 062	675	6 742	5 514
Wan Chai	K1	2 315	2 041	422	308	2 737	2 349
	K2	2 181	1 937	342	244	2 523	2 181
	K3	2 179	1 864	207	158	2 386	2 022
	All Grades	6 675	5 842	971	710	7 646	6 552
Eastern	K1	4 326	3 471	1 055	829	5 381	4 300
	K2	4 183	3 384	853	638	5 036	4 022
	K3	3 871	3 172	629	504	4 500	3 676
	All Grades	12 380	10 027	2 537	1 971	14 917	11 998
Southern	K1	1 282	1 038	1 017	616	2 299	1 654
	K2	1 421	1 113	834	501	2 255	1 614
	K3	1 591	1 197	559	323	2 150	1 520
	All Grades	4 294	3 348	2 410	1 440	6 704	4 788
Yau Tsim Mong	K1	1 825	1 589	847	636	2 672	2 225
	K2	1 697	1 511	651	538	2 348	2 049
	K3	1 696	1 521	500	404	2 196	1 925
	All Grades	5 218	4 621	1 998	1 578	7 216	6 199
Sham Shui Po	K1	3 772	3 082	113	80	3 885	3 162
	K2	3 450	2 870	139	100	3 589	2 970
	K3	3 334	2 753	73	50	3 407	2 803
	All Grades	10 556	8 705	325	230	10 881	8 935
Kowloon City	K1	5 052	4 398	4 379	3 736	9 431	8 134
	K2	4 923	4 215	3 901	3 429	8 824	7 644
	K3	4 853	4 222	3 245	2 873	8 098	7 095
	All Grades	14 828	12 835	11 525	10 038	26 353	22 873
Wong Tai Sin	K1	2 901	2 464	33	25	2 934	2 489
	K2	2 799	2 384	40	28	2 839	2 412
	K3	2 819	2 420	4	4	2 823	2 424
	All Grades	8 519	7 268	77	57	8 596	7 325



## Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	5 084	4 067	118	61	5 202	4 128
	K2	4 383	3 701	113	71	4 496	3 772
	K3	4 656	3 944	97	57	4 753	4 001
	All Grades	14 123	11 712	328	189	14 451	11 901
Sai Kung	K1	2 755	2 308	983	779	3 738	3 087
	K2	2 613	2 234	833	646	3 446	2 880
	K3	2 251	1 985	700	545	2 951	2 530
	All Grades	7 619	6 527	2 516	1 970	10 135	8 497
Sha Tin	K1	4 633	3 841	1 142	949	5 775	4 790
	K2	4 149	3 564	971	842	5 120	4 406
	K3	3 893	3 316	777	677	4 670	3 993
	All Grades	12 675	10 721	2 890	2 468	15 565	13 189
Tai Po	K1	2 010	1 853	592	423	2 602	2 276
	K2	1 971	1 835	558	415	2 529	2 250
	K3	1 644	1 557	412	323	2 056	1 880
	All Grades	5 625	5 245	1 562	1 161	7 187	6 406
North	K1	4 253	4 114	463	387	4 716	4 501
	K2	3 861	3 741	396	341	4 257	4 082
	K3	3 768	3 653	373	327	4 141	3 980
	All Grades	11 882	11 508	1 232	1 055	13 114	12 563
Yuen Long	K1	5 667	5 325	624	454	6 291	5 779
	K2	5 466	5 168	668	503	6 134	5 671
	K3	5 274	4 990	517	387	5 791	5 377
	All Grades	16 407	15 483	1 809	1 344	18 216	16 827
Tuen Mun	K1	4 591	4 237	414	287	5 005	4 524
	K2	4 296	4 009	266	212	4 562	4 221
	K3	4 068	3 815	227	170	4 295	3 985
	All Grades	12 955	12 061	907	669	13 862	12 730
Tsuen Wan	K1	2 370	2 014	423	292	2 793	2 306
	K2	2 041	1 776	297	233	2 338	2 009
	K3	2 086	1 848	280	223	2 366	2 071
	All Grades	6 497	5 638	1 000	748	7 497	6 386
Kwai Tsing	K1	4 096	3 379	285	197	4 381	3 576
	K2	3 839	3 218	208	175	4 047	3 393
	K3	3 606	3 051	144	126	3 750	3 177
	All Grades	11 541	9 648	637	498	12 178	10 146

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 099	866	420	298	1 519	1 164
	K2	1 190	978	482	335	1 672	1 313
	K3	1 140	918	252	173	1 392	1 091
	All Grades	3 429	2 762	1 154	806	4 583	3 568
All Districts	K1	60 021	51 739	13 795	10 630	73 816	62 369
	K2	56 339	49 255	11 901	9 483	68 240	58 738
	K3	54 543	47 796	9 244	7 494	63 787	55 290
	All Grades	170 903	148 790	34 940	27 607	205 843	176 397

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2014.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on places do not include vacant classrooms and vacant child care centre portions.
- (5) As planning on pre-primary services is based on number of places instead of number of classes, information on operating classes is not available.

**Table 3: Number of Vacant Places in Kindergartens by District, by Grade and by Type, 2014/15 School Year**

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	338	192	530
	K2	259	117	376
	K3	244	78	322
	All Grades	841	387	1 228
Wan Chai	K1	274	114	388
	K2	244	98	342
	K3	315	49	364
	All Grades	833	261	1 094
Eastern	K1	855	226	1 081
	K2	799	215	1 014
	K3	699	125	824
	All Grades	2 353	566	2 919
Southern	K1	244	401	645
	K2	308	333	641
	K3	394	236	630
	All Grades	946	970	1 916
Yau Tsim Mong	K1	236	211	447
	K2	186	113	299
	K3	175	96	271
	All Grades	597	420	1 017
Sham Shui Po	K1	690	33	723
	K2	580	39	619
	K3	581	23	604
	All Grades	1 851	95	1 946
Kowloon City	K1	654	643	1 297
	K2	708	472	1 180
	K3	631	372	1 003
	All Grades	1 993	1 487	3 480
Wong Tai Sin	K1	437	8	445
	K2	415	12	427
	K3	399	0	399
	All Grades	1 251	20	1 271

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	1 017	57	1 074
	K2	682	42	724
	K3	712	40	752
	All Grades	2 411	139	2 550
Sai Kung	K1	447	204	651
	K2	379	187	566
	K3	266	155	421
	All Grades	1 092	546	1 638
Sha Tin	K1	792	193	985
	K2	585	129	714
	K3	577	100	677
	All Grades	1 954	422	2 376
Tai Po	K1	157	169	326
	K2	136	143	279
	K3	87	89	176
	All Grades	380	401	781
North	K1	139	76	215
	K2	120	55	175
	K3	115	46	161
	All Grades	374	177	551
Yuen Long	K1	342	170	512
	K2	298	165	463
	K3	284	130	414
	All Grades	924	465	1 389
Tuen Mun	K1	354	127	481
	K2	287	54	341
	K3	253	57	310
	All Grades	894	238	1 132
Tsuen Wan	K1	356	131	487
	K2	265	64	329
	K3	238	57	295
	All Grades	859	252	1 111
Kwai Tsing	K1	717	88	805
	K2	621	33	654
	K3	555	18	573
	All Grades	1 893	139	2 032

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	233	122	355
	K2	212	147	359
	K3	222	79	301
	All Grades	667	348	1 015
All Districts	K1	8 282	3 165	11 447
	K2	7 084	2 418	9 502
	K3	6 747	1 750	8 497
	All Grades	22 113	7 333	29 446

## Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2014.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on vacant places do not include vacant classrooms and vacant child care centre portions.
- (5) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

**Table 1: Number of Primary Schools by District and by Sector, 2014/15 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	14	0	5	6	27
Wan Chai	3	12	0	5	4	24
Eastern	4	22	2	2	7	37
Southern	2	9	2	3	6	22
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	9	0	33
Kowloon City	4	27	2	12	9	54
Wong Tai Sin	1	27	0	4	0	32
Kwun Tong	2	30	1	1	2	36
Sai Kung	1	21	4	1	2	29
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	4	2	22
All Districts	34	418	21	53	45	571

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Number of Operating Classes, Places and Students in Primary Schools by District, by Grade and by Sector, 2014/15 School Year**

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Central & Western	P1	4	110	115	46	1 250	1 279	0	0	0	16	607	493	7	162	153	73	2 129	2 040
	P2	4	110	113	47	1 275	1 276	0	0	0	16	593	480	7	164	159	74	2 142	2 028
	P3	4	110	105	40	1 100	1 092	0	0	0	15	567	444	12	290	255	71	2 067	1 896
	P4	4	110	102	41	1 125	1 098	0	0	0	12	463	348	11	276	232	68	1 974	1 780
	P5	4	110	93	40	1 120	1 035	0	0	0	11	424	284	11	278	245	66	1 932	1 657
	P6	4	110	103	41	1 145	1 069	0	0	0	10	394	272	9	243	216	64	1 892	1 660
	All Grades	24	660	631	255	7 015	6 849	0	0	0	80	3 048	2 321	57	1 413	1 260	416	12 136	11 061
Wan Chai	P1	13	325	328	40	1 105	1 150	0	0	0	20	820	673	12	340	322	85	2 590	2 473
	P2	13	325	334	40	1 105	1 143	0	0	0	18	757	590	14	390	381	85	2 577	2 448
	P3	12	300	306	37	1 030	1 057	0	0	0	15	608	525	14	390	370	78	2 328	2 258
	P4	12	300	312	38	1 055	1 049	0	0	0	15	621	527	14	390	357	79	2 366	2 245
	P5	12	300	306	38	1 055	1 006	0	0	0	15	614	520	6	190	178	71	2 159	2 010
	P6	13	325	330	37	1 030	993	0	0	0	16	701	520	6	190	161	72	2 246	2 004
	All Grades	75	1 875	1 916	230	6 380	6 398	0	0	0	99	4 121	3 355	66	1 890	1 769	470	14 266	13 438
Eastern	P1	18	475	439	88	2 325	2 391	7	227	204	7	323	246	35	835	687	155	4 185	3 967
	P2	18	475	435	86	2 300	2 268	7	227	204	7	277	201	21	542	491	139	3 821	3 599
	P3	16	425	363	80	2 175	2 138	7	227	206	5	183	124	21	552	507	129	3 562	3 338
	P4	15	400	375	75	2 050	2 003	6	194	168	4	166	122	21	527	466	121	3 337	3 134
	P5	15	400	381	78	2 145	2 010	6	194	171	4	151	105	26	662	618	129	3 552	3 285
	P6	15	425	366	77	2 120	2 043	6	194	156	4	156	93	26	662	612	128	3 557	3 270
	All Grades	97	2 600	2 359	484	13 115	12 853	39	1 263	1 109	32	1 256	891	150	3 780	3 381	802	22 014	20 593

## Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	P1	5	125	124	30	795	760	8	264	239	20	511	480	47	1 040	900	110	2 735	2 503
	P2	5	125	123	31	795	763	8	264	239	20	531	495	33	827	804	97	2 542	2 424
	P3	5	125	120	28	745	696	8	264	235	20	531	488	29	714	678	90	2 379	2 217
	P4	5	125	126	29	770	723	8	264	238	18	483	442	29	703	652	89	2 345	2 181
	P5	5	125	121	27	740	651	8	264	240	18	483	431	28	692	677	86	2 304	2 120
	P6	6	150	141	30	795	738	8	264	225	11	295	224	28	683	628	83	2 187	1 956
	All Grades	31	775	755	175	4 640	4 331	48	1 584	1 416	107	2 834	2 560	194	4 659	4 339	555	14 492	13 401
Yau Tsim Mong	P1	11	275	240	70	1 925	1 979	9	265	265	4	140	140	0	0	0	94	2 605	2 624
	P2	11	275	238	66	1 825	1 888	9	261	259	4	144	142	0	0	0	90	2 505	2 527
	P3	9	225	203	63	1 750	1 821	10	285	283	4	144	142	0	0	0	86	2 404	2 449
	P4	8	200	192	60	1 735	1 792	5	165	162	4	140	141	0	0	0	77	2 240	2 287
	P5	8	200	199	58	1 705	1 771	5	165	156	3	111	111	0	0	0	74	2 181	2 237
	P6	8	210	209	58	1 705	1 779	5	165	160	3	108	108	0	0	0	74	2 188	2 256
	All Grades	55	1 385	1 281	375	10 645	11 030	43	1 306	1 285	22	787	784	0	0	0	495	14 123	14 380
Sham Shui Po	P1	14	350	332	73	2 040	2 102	10	301	276	30	1 119	927	0	0	0	127	3 810	3 637
	P2	13	325	317	72	2 010	2 096	10	305	277	33	1 263	1 028	0	0	0	128	3 903	3 718
	P3	12	300	286	67	1 885	1 936	9	314	276	26	924	811	0	0	0	114	3 423	3 309
	P4	9	240	239	66	1 910	1 979	9	314	273	26	925	765	0	0	0	110	3 389	3 256
	P5	11	330	330	66	1 945	1 938	9	304	275	27	1 004	765	0	0	0	113	3 583	3 308
	P6	12	360	354	64	1 920	1 933	9	315	290	19	712	541	0	0	0	104	3 307	3 118
	All Grades	71	1 905	1 858	408	11 710	11 984	56	1 853	1 667	161	5 947	4 837	0	0	0	696	21 415	20 346



District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	P1	18	450	481	101	2 730	2 790	9	282	276	42	1 729	1 328	33	863	752	203	6 054	5 627
	P2	18	450	483	97	2 605	2 663	9	282	292	44	1 760	1 411	29	760	678	197	5 857	5 527
	P3	18	450	476	92	2 505	2 593	9	282	286	42	1 717	1 277	27	707	649	188	5 661	5 281
	P4	18	450	472	89	2 430	2 466	9	282	274	41	1 638	1 192	30	760	711	187	5 560	5 115
	P5	18	450	472	87	2 390	2 367	9	282	259	35	1 435	1 071	26	683	635	175	5 240	4 804
	P6	18	450	472	89	2 475	2 472	8	249	210	33	1 343	976	26	677	616	174	5 194	4 746
	All Grades	108	2 700	2 856	555	15 135	15 351	53	1 659	1 597	237	9 622	7 255	171	4 450	4 041	1 124	33 566	31 100
Wong Tai Sin	P1	4	100	97	103	2 590	2 609	0	0	0	18	686	488	0	0	0	125	3 376	3 194
	P2	4	100	98	98	2 465	2 511	0	0	0	15	579	497	0	0	0	117	3 144	3 106
	P3	4	100	98	96	2 440	2 456	0	0	0	13	484	430	0	0	0	113	3 024	2 984
	P4	3	75	70	91	2 340	2 323	0	0	0	11	433	394	0	0	0	105	2 848	2 787
	P5	3	75	78	89	2 290	2 310	0	0	0	12	444	374	0	0	0	104	2 809	2 762
	P6	2	50	52	91	2 350	2 424	0	0	0	11	423	359	0	0	0	104	2 823	2 835
	All Grades	20	500	493	568	14 475	14 633	0	0	0	80	3 049	2 542	0	0	0	668	18 024	17 668
Kwun Tong	P1	9	270	270	133	3 915	3 791	5	132	132	3	135	124	7	156	155	157	4 608	4 472
	P2	9	225	226	139	3 595	3 746	5	132	132	3	135	115	7	156	149	163	4 243	4 368
	P3	9	225	230	135	3 495	3 623	5	132	132	3	135	118	6	134	124	158	4 121	4 227
	P4	9	225	226	133	3 465	3 591	4	108	107	3	135	101	5	112	107	154	4 045	4 132
	P5	9	225	225	134	3 465	3 565	4	80	73	3	135	99	5	112	96	155	4 017	4 058
	P6	9	225	229	137	3 600	3 717	3	66	48	3	135	84	4	90	86	156	4 116	4 164
	All Grades	54	1 395	1 406	811	21 535	22 033	26	650	624	18	810	641	34	760	717	943	25 150	25 421

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	P1	5	125	111	86	2 125	2 081	15	480	466	1	25	10	6	164	162	113	2 919	2 830
	P2	4	100	99	79	1 975	1 952	15	480	465	1	25	8	6	164	162	105	2 744	2 686
	P3	4	100	99	74	1 850	1 762	15	480	432	1	25	16	6	164	161	100	2 619	2 470
	P4	4	100	97	72	1 775	1 694	18	558	540	1	25	8	6	164	163	101	2 622	2 502
	P5	3	75	75	72	1 750	1 680	19	584	519	1	25	3	6	164	164	101	2 598	2 441
	P6	4	100	107	75	1 825	1 733	13	386	336	1	25	4	6	164	164	99	2 500	2 344
	All Grades	24	600	588	458	11 300	10 902	95	2 968	2 758	6	150	49	36	984	976	619	16 002	15 273
Sha Tin	P1	5	125	129	160	4 190	4 275	10	325	301	12	288	287	5	150	150	192	5 078	5 142
	P2	5	125	132	149	3 915	3 997	10	325	331	12	321	305	5	150	149	181	4 836	4 914
	P3	5	125	134	137	3 640	3 668	9	292	278	11	296	283	5	150	150	167	4 503	4 513
	P4	5	125	133	132	3 495	3 570	9	292	275	10	271	255	5	150	150	161	4 333	4 383
	P5	4	100	109	127	3 365	3 435	9	292	276	11	293	262	5	150	149	156	4 200	4 231
	P6	5	125	126	127	3 410	3 482	9	292	271	10	268	259	5	150	150	156	4 245	4 288
	All Grades	29	725	763	832	22 015	22 427	56	1 818	1 732	66	1 737	1 651	30	900	898	1 013	27 195	27 471
Tai Po	P1	5	150	149	72	2 160	2 245	0	0	0	0	0	0	9	304	226	86	2 614	2 620
	P2	8	200	196	78	1 995	2 065	0	0	0	0	0	0	7	239	203	93	2 434	2 464
	P3	6	150	151	74	1 895	1 933	0	0	0	0	0	0	7	239	185	87	2 284	2 269
	P4	3	75	75	65	1 670	1 672	0	0	0	0	0	0	8	266	161	76	2 011	1 908
	P5	2	50	50	63	1 620	1 612	0	0	0	0	0	0	7	239	148	72	1 909	1 810
	P6	2	50	52	64	1 620	1 593	0	0	0	0	0	0	7	239	142	73	1 909	1 787
	All Grades	26	675	673	416	10 960	11 120	0	0	0	0	0	0	45	1 526	1 065	487	13 161	12 858

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
North	P1	3	75	80	112	3 040	3 254	0	0	0	0	0	0	0	0	0	115	3 115	3 334
	P2	4	99	100	107	3 428	3 421	0	0	0	0	0	0	0	0	0	111	3 527	3 521
	P3	8	216	201	102	2 971	2 997	0	0	0	0	0	0	0	0	0	110	3 187	3 198
	P4	7	182	169	98	2 749	2 783	0	0	0	0	0	0	0	0	0	105	2 931	2 952
	P5	5	125	123	96	2 610	2 674	0	0	0	0	0	0	0	0	0	101	2 735	2 797
	P6	4	100	100	96	2 610	2 656	0	0	0	0	0	0	0	0	0	100	2 710	2 756
	All Grades	31	797	773	611	17 408	17 785	0	0	0	0	0	0	0	0	0	642	18 205	18 558
Yuen Long	P1	15	430	458	192	5 054	5 042	9	259	260	2	60	40	1	25	4	219	5 828	5 804
	P2	14	350	375	173	4 400	4 472	9	249	247	2	60	39	1	25	3	199	5 084	5 136
	P3	15	375	386	157	4 000	4 064	9	249	245	2	60	40	1	25	4	184	4 709	4 739
	P4	16	400	422	145	3 575	3 711	9	249	238	2	60	33	1	25	7	173	4 309	4 411
	P5	15	375	392	144	3 525	3 665	8	237	207	2	60	33	1	25	9	170	4 222	4 306
	P6	15	400	419	148	3 675	3 817	6	179	159	2	60	37	1	25	14	172	4 339	4 446
	All Grades	90	2 330	2 452	959	24 229	24 771	50	1 422	1 356	12	360	222	6	150	41	1 117	28 491	28 842
Tuen Mun	P1	4	100	108	155	3 920	3 920	4	132	132	1	45	14	4	88	88	168	4 285	4 262
	P2	4	100	107	142	3 615	3 670	4	132	132	1	45	10	3	66	66	154	3 958	3 985
	P3	4	100	100	128	3 245	3 249	4	132	123	1	45	14	4	96	96	141	3 618	3 582
	P4	4	100	99	114	2 940	2 975	4	132	127	1	45	14	3	72	72	126	3 289	3 287
	P5	4	100	102	110	2 800	2 703	5	132	117	1	45	11	3	72	71	123	3 149	3 004
	P6	4	100	100	109	2 820	2 749	5	132	115	1	45	9	4	96	97	123	3 193	3 070
	All Grades	24	600	616	758	19 340	19 266	26	792	746	6	270	72	21	490	490	835	21 492	21 190

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Tsuen Wan	P1	10	275	293	66	1 805	1 853	0	0	0	1	30	9	0	0	0	77	2 110	2 155
	P2	10	275	292	66	1 805	1 843	0	0	0	2	45	24	0	0	0	78	2 125	2 159
	P3	10	275	290	63	1 730	1 759	0	0	0	2	36	16	0	0	0	75	2 041	2 065
	P4	10	275	293	64	1 755	1 802	0	0	0	2	36	15	0	0	0	76	2 066	2 110
	P5	10	275	270	63	1 730	1 756	0	0	0	2	36	23	0	0	0	75	2 041	2 049
	P6	10	275	273	63	1 750	1 784	0	0	0	1	30	14	0	0	0	74	2 055	2 071
	All Grades	60	1 650	1 711	385	10 575	10 797	0	0	0	10	213	101	0	0	0	455	12 438	12 609
Kwai Tsing	P1	0	0	0	114	3 030	2 947	3	99	93	0	0	0	11	232	233	128	3 361	3 273
	P2	0	0	0	114	3 030	2 956	3	99	79	0	0	0	5	110	112	122	3 239	3 147
	P3	0	0	0	111	3 005	2 879	3	99	94	0	0	0	4	92	90	118	3 196	3 063
	P4	0	0	0	108	2 925	2 840	3	99	96	0	0	0	0	0	0	111	3 024	2 936
	P5	0	0	0	107	2 900	2 902	3	99	96	0	0	0	0	0	0	110	2 999	2 998
	P6	0	0	0	110	2 995	2 927	3	99	91	0	0	0	0	0	0	113	3 094	3 018
	All Grades	0	0	0	664	17 885	17 451	18	594	549	0	0	0	20	434	435	702	18 913	18 435
Islands	P1	0	0	0	38	830	787	0	0	0	7	179	172	8	178	166	53	1 187	1 125
	P2	0	0	0	36	855	806	0	0	0	7	179	166	6	140	130	49	1 174	1 102
	P3	0	0	0	35	880	815	0	0	0	7	185	167	6	140	132	48	1 205	1 114
	P4	0	0	0	37	905	829	0	0	0	5	142	132	6	144	127	48	1 191	1 088
	P5	0	0	0	38	950	839	0	0	0	4	116	107	6	144	122	48	1 210	1 068
	P6	0	0	0	40	1 040	965	0	0	0	3	90	90	6	144	104	49	1 274	1 159
	All Grades	0	0	0	224	5 460	5 041	0	0	0	33	891	834	38	890	781	295	7 241	6 656

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	P1	143	3 760	3 754	1 679	44 829	45 255	89	2 766	2 644	184	6 697	5 431	185	4 537	3 998	2 280	62 589	61 082
	P2	144	3 659	3 668	1 620	42 993	43 536	89	2 756	2 657	185	6 714	5 511	144	3 733	3 487	2 182	59 855	58 859
	P3	141	3 601	3 548	1 519	40 341	40 538	88	2 756	2 590	167	5 940	4 895	142	3 693	3 401	2 057	56 331	54 972
	P4	132	3 382	3 402	1 457	38 669	38 900	84	2 657	2 498	155	5 583	4 489	139	3 589	3 205	1 967	53 880	52 494
	P5	128	3 315	3 326	1 437	38 105	37 919	85	2 633	2 389	149	5 376	4 199	130	3 411	3 112	1 929	52 840	50 945
	P6	131	3 455	3 433	1 456	38 885	38 874	75	2 341	2 061	128	4 785	3 590	128	3 363	2 990	1 918	52 829	50 948
	All Grades	819	21 172	21 131	9 168	243 822	245 022	510	15 909	14 839	969	35 095	28 115	868	22 326	20 193	12 334	338 324	329 300

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2014.
  - (3) Figures on operating classes in a very small number of schools (other than the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
  - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

**Table 3: Number of Vacant Places in Primary Schools by District, by Grade and by Sector, 2014/15 School Year**

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	- 5	- 29	0	114	9	89
	P2	- 3	- 1	0	113	5	114
	P3	5	8	0	123	35	171
	P4	8	27	0	115	44	194
	P5	17	85	0	140	33	275
	P6	7	76	0	122	27	232
	All Grades	29	166	0	727	153	1 075
Wan Chai	P1	- 3	- 45	0	147	18	117
	P2	- 9	- 38	0	167	9	129
	P3	- 6	- 27	0	83	20	70
	P4	- 12	6	0	94	33	121
	P5	- 6	49	0	94	12	149
	P6	- 5	37	0	181	29	242
	All Grades	- 41	- 18	0	766	121	828
Eastern	P1	36	- 66	23	77	148	218
	P2	40	32	23	76	51	222
	P3	62	37	21	59	45	224
	P4	25	47	26	44	61	203
	P5	19	135	23	46	44	267
	P6	59	77	38	63	50	287
	All Grades	241	262	154	365	399	1 421

## Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	1	35	25	31	140	232
	P2	2	32	25	36	23	118
	P3	5	49	29	43	36	162
	P4	- 1	47	26	41	51	164
	P5	4	89	24	52	15	184
	P6	9	57	39	71	55	231
	All Grades	20	309	168	274	320	1 091
Yau Tsim Mong	P1	35	- 54	0	0	0	- 19
	P2	37	- 63	2	2	0	- 22
	P3	22	- 71	2	2	0	- 45
	P4	8	- 57	3	- 1	0	- 47
	P5	1	- 66	9	0	0	- 56
	P6	1	- 74	5	0	0	- 68
	All Grades	104	- 385	21	3	0	- 257
Sham Shui Po	P1	18	- 62	25	192	0	173
	P2	8	- 86	28	235	0	185
	P3	14	- 51	38	113	0	114
	P4	1	- 69	41	160	0	133
	P5	0	7	29	239	0	275
	P6	6	- 13	25	171	0	189
	All Grades	47	- 274	186	1 110	0	1 069

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 31	- 60	6	401	111	427
	P2	- 33	- 58	- 10	349	82	330
	P3	- 26	- 88	- 4	440	58	380
	P4	- 22	- 36	8	446	49	445
	P5	- 22	23	23	364	48	436
	P6	- 22	3	39	367	61	448
	All Grades	- 156	- 216	62	2 367	409	2 466
Wong Tai Sin	P1	3	- 19	0	198	0	182
	P2	2	- 46	0	82	0	38
	P3	2	- 16	0	54	0	40
	P4	5	17	0	39	0	61
	P5	- 3	- 20	0	70	0	47
	P6	- 2	- 74	0	64	0	- 12
	All Grades	7	- 158	0	507	0	356
Kwun Tong	P1	0	124	0	11	1	136
	P2	- 1	- 151	0	20	7	- 125
	P3	- 5	- 128	0	17	10	- 106
	P4	- 1	- 126	1	34	5	- 87
	P5	0	- 100	7	36	16	- 41
	P6	- 4	- 117	18	51	4	- 48
	All Grades	- 11	- 498	26	169	43	- 271



District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	14	44	14	15	2	89
	P2	1	23	15	17	2	58
	P3	1	88	48	9	3	149
	P4	3	81	18	17	1	120
	P5	0	70	65	22	0	157
	P6	- 7	92	50	21	0	156
	All Grades	12	398	210	101	8	729
Sha Tin	P1	- 4	- 85	24	1	0	- 64
	P2	- 7	- 82	- 6	16	1	- 78
	P3	- 9	- 28	14	13	0	- 10
	P4	- 8	- 75	17	16	0	- 50
	P5	- 9	- 70	16	31	1	- 31
	P6	- 1	- 72	21	9	0	- 43
	All Grades	- 38	- 412	86	86	2	- 276
Tai Po	P1	1	- 85	0	0	78	- 6
	P2	4	- 70	0	0	36	- 30
	P3	- 1	- 38	0	0	54	15
	P4	0	- 2	0	0	105	103
	P5	0	8	0	0	91	99
	P6	- 2	27	0	0	97	122
	All Grades	2	- 160	0	0	461	303

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	- 5	- 214	0	0	0	- 219
	P2	- 1	7	0	0	0	6
	P3	15	- 26	0	0	0	- 11
	P4	13	- 34	0	0	0	- 21
	P5	2	- 64	0	0	0	- 62
	P6	0	- 46	0	0	0	- 46
	All Grades	24	- 377	0	0	0	- 353
Yuen Long	P1	- 28	12	- 1	20	21	24
	P2	- 25	- 72	2	21	22	- 52
	P3	- 11	- 64	4	20	21	- 30
	P4	- 22	- 136	11	27	18	- 102
	P5	- 17	- 140	30	27	16	- 84
	P6	- 19	- 142	20	23	11	- 107
	All Grades	- 122	- 542	66	138	109	- 351
Tuen Mun	P1	- 8	0	0	31	0	23
	P2	- 7	- 55	0	35	0	- 27
	P3	0	- 4	9	31	0	36
	P4	1	- 35	5	31	0	2
	P5	- 2	97	15	34	1	145
	P6	0	71	17	36	- 1	123
	All Grades	- 16	74	46	198	0	302

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 18	- 48	0	21	0	- 45
	P2	- 17	- 38	0	21	0	- 34
	P3	- 15	- 29	0	20	0	- 24
	P4	- 18	- 47	0	21	0	- 44
	P5	5	- 26	0	13	0	- 8
	P6	2	- 34	0	16	0	- 16
	All Grades	- 61	- 222	0	112	0	- 171
Kwai Tsing	P1	0	83	6	0	- 1	88
	P2	0	74	20	0	- 2	92
	P3	0	126	5	0	2	133
	P4	0	85	3	0	0	88
	P5	0	- 2	3	0	0	1
	P6	0	68	8	0	0	76
	All Grades	0	434	45	0	- 1	478
Islands	P1	0	43	0	7	12	62
	P2	0	49	0	13	10	72
	P3	0	65	0	18	8	91
	P4	0	76	0	10	17	103
	P5	0	111	0	9	22	142
	P6	0	75	0	0	40	115
	All Grades	0	419	0	57	109	585

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	6	- 426	122	1 266	539	1 507
	P2	- 9	- 543	99	1 203	246	996
	P3	53	- 197	166	1 045	292	1 359
	P4	- 20	- 231	159	1 094	384	1 386
	P5	- 11	186	244	1 177	299	1 895
	P6	22	11	280	1 195	373	1 881
	All Grades	41	-1 200	1 070	6 980	2 133	9 024

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2014.
  - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

**Table 1: Number of Secondary Day Schools by District and by Sector, 2014/15 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	2	0	3	14
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	2	0	20
Sham Shui Po	1	15	1	9	3	1	30
Kowloon City	3	27	0	5	1	5	41
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	37	0	7	2	1	49
Tai Po	1	17	0	2	0	0	20
North	2	17	0	1	1	1	22
Yuen Long	4	30	0	5	6	0	45
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
All Districts	31	362	2	61	23	30	509

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Number of Operating Classes, Places and Students in Secondary Day Schools by District, by Grade and by Sector, 2014/15 School Year**

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	4	132	144	31	1 022	907	0	0	0	13	411	429	0	0	0	11	323	300	59	1 888	1 780
	S2	4	136	143	30	1 056	947	0	0	0	13	411	418	0	0	0	10	289	280	57	1 892	1 788
	S3	4	144	141	30	1 080	994	0	0	0	13	411	399	0	0	0	11	308	273	58	1 943	1 807
	S4	4	144	143	30	1 080	968	0	0	0	15	396	376	0	0	0	10	280	262	59	1 900	1 749
	S5	5	180	166	31	1 107	938	0	0	0	16	404	366	0	0	0	10	280	264	62	1 971	1 734
	S6	5	190	173	33	1 200	935	0	0	0	13	385	275	0	0	0	10	307	243	61	2 082	1 626
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	342	228	11	342	228
	All Grades	26	926	910	185	6 545	5 689	0	0	0	83	2 418	2 263	0	0	0	73	2 129	1 850	367	12 018	10 712
Wan Chai	S1	12	396	404	37	1 300	1 153	0	0	0	8	326	271	0	0	0	8	198	189	65	2 220	2 017
	S2	12	408	399	38	1 292	1 192	0	0	0	8	328	243	0	0	0	8	198	195	66	2 226	2 029
	S3	12	432	411	38	1 332	1 171	0	0	0	8	328	264	0	0	0	8	198	173	66	2 290	2 019
	S4	12	432	390	38	1 332	1 143	0	0	0	12	492	305	0	0	0	8	198	160	70	2 454	1 998
	S5	13	468	405	40	1 356	1 112	0	0	0	13	575	327	0	0	0	7	173	149	73	2 572	1 993
	S6	13	494	422	40	1 466	1 083	0	0	0	14	548	345	0	0	0	8	185	127	75	2 693	1 977
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	186	115	8	186	115
	All Grades	74	2 630	2 431	231	8 078	6 854	0	0	0	63	2 597	1 755	0	0	0	54	1 336	1 108	422	14 641	12 148
Eastern	S1	16	528	540	89	3 045	2 399	0	0	0	15	585	493	0	0	0	19	494	436	139	4 652	3 868
	S2	16	544	537	90	2 966	2 468	0	0	0	16	626	511	0	0	0	19	494	410	141	4 630	3 926
	S3	16	576	566	98	3 348	2 808	0	0	0	16	601	549	0	0	0	21	508	430	151	5 033	4 353
	S4	17	576	540	96	3 240	2 773	0	0	0	16	601	522	0	0	0	18	404	288	147	4 821	4 123
	S5	19	648	608	100	3 456	2 757	0	0	0	16	645	515	0	0	0	18	376	299	153	5 125	4 179
	S6	18	684	624	106	3 906	2 983	0	0	0	16	645	442	0	0	0	17	366	322	157	5 601	4 371
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	180	150	9	180	150
	All Grades	102	3 556	3 415	579	19 961	16 188	0	0	0	95	3 703	3 032	0	0	0	121	2 822	2 335	897	30 042	24 970

## Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	S1	0	0	0	47	1 542	1 219	0	0	0	12	370	353	10	270	239	31	860	824	100	3 042	2 635
	S2	0	0	0	48	1 602	1 267	0	0	0	11	370	337	11	278	251	32	886	820	102	3 136	2 675
	S3	0	0	0	50	1 800	1 473	0	0	0	11	370	321	10	230	198	32	856	804	103	3 256	2 796
	S4	0	0	0	54	1 764	1 459	0	0	0	11	370	302	9	177	178	32	870	807	106	3 181	2 746
	S5	0	0	0	56	1 836	1 439	0	0	0	10	370	274	9	157	125	31	845	751	106	3 208	2 589
	S6	0	0	0	61	2 089	1 521	0	0	0	11	370	225	9	147	118	31	816	695	112	3 422	2 559
	S7	0	0	0	0	0	0	0	0	0	0	0	0	8	114	115	28	740	639	36	854	754
	All Grades	0	0	0	316	10 633	8 378	0	0	0	66	2 220	1 812	66	1 373	1 224	217	5 873	5 340	665	20 099	16 754
Yau Tsim Mong	S1	9	297	260	49	1 658	1 449	3	105	57	14	525	446	0	0	0	0	0	0	75	2 585	2 212
	S2	9	306	247	48	1 587	1 511	3	102	74	13	513	479	0	0	0	0	0	0	73	2 508	2 311
	S3	9	324	272	49	1 715	1 596	4	144	104	13	520	469	0	0	0	0	0	0	75	2 703	2 441
	S4	9	324	277	56	1 925	1 792	4	144	125	14	515	440	1	27	2	0	0	0	84	2 935	2 636
	S5	9	324	268	60	2 104	1 827	4	144	122	14	535	408	1	27	2	0	0	0	88	3 134	2 627
	S6	9	342	271	60	2 201	1 805	4	152	125	13	505	385	4	113	34	0	0	0	90	3 313	2 620
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	54	1 917	1 595	322	11 190	9 980	22	791	607	81	3 113	2 627	6	167	38	0	0	0	485	17 178	14 847
Sham Shui Po	S1	5	140	125	70	2 391	2 259	4	140	135	38	1 372	1 074	6	180	156	1	15	9	124	4 238	3 758
	S2	5	136	124	70	2 373	2 289	4	140	138	37	1 372	1 171	6	180	161	1	15	14	123	4 216	3 897
	S3	5	144	135	70	2 484	2 391	4	144	144	36	1 372	1 241	6	180	154	1	15	13	122	4 339	4 078
	S4	5	144	127	67	2 268	2 141	4	144	141	34	1 312	1 148	6	185	131	1	20	21	117	4 073	3 709
	S5	6	180	125	75	2 511	2 281	5	180	169	34	1 380	1 164	6	185	126	1	20	20	127	4 456	3 885
	S6	6	190	116	72	2 639	2 282	4	144	131	35	1 346	1 034	6	190	112	1	20	18	124	4 529	3 693
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	100	79	0	0	0	4	100	79
	All Grades	32	934	752	424	14 666	13 643	25	892	858	214	8 154	6 832	40	1 200	919	6	105	95	741	25 951	23 099

## Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	S1	8	264	250	113	3 944	3 480	0	0	0	19	709	696	5	125	117	19	528	484	164	5 570	5 027
	S2	8	272	259	113	3 874	3 506	0	0	0	19	709	712	6	150	133	19	528	507	165	5 533	5 117
	S3	8	288	248	113	4 029	3 689	0	0	0	20	750	713	8	200	172	19	528	463	168	5 795	5 285
	S4	8	288	281	118	4 032	3 584	0	0	0	27	942	859	7	175	165	18	503	438	178	5 940	5 327
	S5	8	288	245	128	4 500	3 663	0	0	0	28	896	766	7	147	143	18	483	415	189	6 314	5 232
	S6	8	304	248	131	4 862	3 732	0	0	0	26	833	671	5	95	95	16	438	395	186	6 532	5 141
	S7	0	0	0	0	0	0	0	0	0	0	0	0	5	90	89	9	255	228	14	345	317
	All Grades	48	1 704	1 531	716	25 241	21 654	0	0	0	139	4 839	4 417	43	982	914	118	3 263	2 930	1 064	36 029	31 446
Wong Tai Sin	S1	3	99	54	89	3 027	2 596	0	0	0	6	246	246	4	144	133	0	0	0	102	3 516	3 029
	S2	3	102	68	90	2 977	2 715	0	0	0	6	246	235	4	144	89	0	0	0	103	3 469	3 107
	S3	3	108	98	92	3 183	3 011	0	0	0	6	246	234	3	108	99	0	0	0	104	3 645	3 442
	S4	3	108	82	94	3 147	2 854	0	0	0	6	246	198	3	108	93	0	0	0	106	3 609	3 227
	S5	3	108	82	101	3 363	2 973	0	0	0	6	270	174	3	108	66	0	0	0	113	3 849	3 295
	S6	3	114	99	106	3 724	3 077	0	0	0	6	270	165	4	146	63	0	0	0	119	4 254	3 404
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	639	483	572	19 421	17 226	0	0	0	36	1 524	1 252	21	758	543	0	0	0	647	22 342	19 504
Kwun Tong	S1	8	264	239	105	3 535	3 184	0	0	0	27	997	781	0	0	0	6	136	117	146	4 932	4 321
	S2	8	272	276	103	3 455	3 301	0	0	0	29	1 089	929	0	0	0	4	92	83	144	4 908	4 589
	S3	8	288	269	105	3 672	3 534	0	0	0	31	1 171	1 063	0	0	0	4	68	60	148	5 199	4 926
	S4	9	288	250	111	3 672	3 469	0	0	0	32	1 228	1 104	0	0	0	4	68	57	156	5 256	4 880
	S5	9	324	275	122	4 160	3 742	0	0	0	34	1 351	1 066	0	0	0	4	48	34	169	5 883	5 117
	S6	9	342	295	124	4 446	3 855	0	0	0	35	1 410	1 094	0	0	0	4	48	27	172	6 246	5 271
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	48	32	4	48	32
	All Grades	51	1 778	1 604	670	22 940	21 085	0	0	0	188	7 246	6 037	0	0	0	30	508	410	939	32 472	29 136



## Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	S1	5	144	132	69	2 349	1 953	0	0	0	34	1 084	925	1	25	6	3	66	56	112	3 668	3 072
	S2	4	136	139	70	2 324	2 088	0	0	0	33	1 064	962	1	25	6	3	66	60	111	3 615	3 255
	S3	4	144	139	73	2 556	2 360	0	0	0	34	1 108	971	1	25	9	2	44	42	114	3 877	3 521
	S4	5	144	134	77	2 556	2 323	0	0	0	34	1 153	948	1	25	5	2	44	32	119	3 922	3 442
	S5	5	180	161	85	2 916	2 510	0	0	0	33	1 115	892	0	0	0	2	44	28	125	4 255	3 591
	S6	5	190	182	89	3 227	2 643	0	0	0	34	1 124	863	0	0	0	2	44	28	130	4 585	3 716
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	22	19	1	22	19
	All Grades	28	938	887	463	15 928	13 877	0	0	0	202	6 648	5 561	4	100	26	15	330	265	712	23 944	20 616
Sha Tin	S1	8	264	263	150	5 079	4 142	0	0	0	24	818	777	13	260	255	8	180	178	203	6 601	5 615
	S2	8	272	264	151	4 995	4 291	0	0	0	26	900	871	12	258	259	8	180	175	205	6 605	5 860
	S3	8	288	282	151	5 274	4 782	0	0	0	26	900	859	12	252	251	8	180	174	205	6 894	6 348
	S4	8	288	273	158	5 274	4 681	0	0	0	26	877	791	12	252	238	8	180	172	212	6 871	6 155
	S5	9	324	294	173	5 814	4 808	0	0	0	32	1 033	791	12	258	252	8	180	171	234	7 609	6 316
	S6	9	342	306	177	6 406	5 064	0	0	0	30	1 006	738	12	246	224	8	160	157	236	8 160	6 489
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	234	198	8	160	157	20	394	355
	All Grades	50	1 778	1 682	960	32 842	27 768	0	0	0	164	5 534	4 827	85	1 760	1 677	56	1 220	1 184	1 315	43 134	37 138
Tai Po	S1	3	99	52	66	2 224	1 874	0	0	0	9	364	205	0	0	0	0	0	0	78	2 687	2 131
	S2	3	102	76	66	2 176	1 938	0	0	0	9	364	240	0	0	0	0	0	0	78	2 642	2 254
	S3	4	108	95	66	2 268	2 120	0	0	0	9	364	263	0	0	0	0	0	0	79	2 740	2 478
	S4	3	108	89	68	2 268	2 100	0	0	0	9	364	260	0	0	0	0	0	0	80	2 740	2 449
	S5	2	72	44	79	2 592	2 187	0	0	0	9	380	179	0	0	0	0	0	0	90	3 044	2 410
	S6	3	114	50	80	2 841	2 224	0	0	0	9	368	266	0	0	0	0	0	0	92	3 323	2 540
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	603	406	425	14 369	12 443	0	0	0	54	2 204	1 413	0	0	0	0	0	0	497	17 176	14 262

## Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
North	S1	6	198	161	71	2 380	2 249	0	0	0	5	201	201	0	0	0	3	60	56	85	2 839	2 667
	S2	6	204	201	71	2 344	2 306	0	0	0	5	201	199	0	0	0	3	60	57	85	2 809	2 763
	S3	6	216	210	70	2 448	2 389	0	0	0	5	204	199	0	0	0	3	60	53	84	2 928	2 851
	S4	6	216	207	78	2 412	2 374	0	0	0	5	205	195	0	0	0	3	60	37	92	2 893	2 813
	S5	6	216	170	88	2 916	2 593	0	0	0	5	225	203	0	0	0	3	60	44	102	3 417	3 010
	S6	6	228	160	88	3 074	2 515	0	0	0	5	225	189	0	0	0	1	20	13	100	3 547	2 877
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	20	14	1	20	14
	All Grades	36	1 278	1 109	466	15 574	14 426	0	0	0	30	1 261	1 186	0	0	0	17	340	274	549	18 453	16 995
Yuen Long	S1	16	528	569	126	4 253	3 676	0	0	0	21	745	578	0	0	0	0	0	0	163	5 526	4 823
	S2	16	544	569	127	4 141	3 834	0	0	0	22	771	655	0	0	0	0	0	0	165	5 456	5 058
	S3	16	576	558	129	4 374	4 102	0	0	0	24	820	729	0	0	0	0	0	0	169	5 770	5 389
	S4	19	576	555	135	4 428	4 040	0	0	0	25	815	718	1	20	13	0	0	0	180	5 839	5 326
	S5	21	720	657	152	5 184	4 343	0	0	0	24	814	631	1	45	33	0	0	0	198	6 763	5 664
	S6	21	760	683	152	5 544	4 472	0	0	0	20	659	550	5	201	173	0	0	0	198	7 164	5 878
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	109	3 704	3 591	821	27 924	24 467	0	0	0	136	4 624	3 861	7	266	219	0	0	0	1 073	36 518	32 138
Tuen Mun	S1	8	264	260	126	4 285	3 440	0	0	0	0	0	0	0	0	0	4	96	95	138	4 645	3 795
	S2	8	272	262	129	4 344	3 690	0	0	0	0	0	0	0	0	0	3	72	73	140	4 688	4 025
	S3	8	288	275	132	4 632	4 090	0	0	0	0	0	0	0	0	0	4	96	96	144	5 016	4 461
	S4	9	288	277	143	4 632	4 011	0	0	0	0	0	0	0	0	0	3	72	69	155	4 992	4 357
	S5	10	360	307	154	5 208	4 206	0	0	0	0	0	0	0	0	0	2	48	44	166	5 616	4 557
	S6	10	380	328	158	5 676	4 484	0	0	0	0	0	0	0	0	0	2	54	54	170	6 110	4 866
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	25	25	1	25	25
	All Grades	53	1 852	1 709	842	28 777	23 921	0	0	0	0	0	0	0	0	0	19	463	456	914	31 092	26 086

## Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Tsuen Wan	S1	4	132	144	48	1 674	1 498	0	0	0	0	0	0	0	0	0	0	0	0	52	1 806	1 642
	S2	4	136	146	48	1 644	1 622	0	0	0	0	0	0	0	0	0	0	0	0	52	1 780	1 768
	S3	4	144	145	49	1 728	1 733	0	0	0	0	0	0	0	0	0	0	0	0	53	1 872	1 878
	S4	4	144	150	54	1 728	1 669	0	0	0	0	0	0	0	0	0	0	0	0	58	1 872	1 819
	S5	5	180	175	61	2 016	1 777	0	0	0	0	0	0	0	0	0	0	0	0	66	2 196	1 952
	S6	5	190	182	62	2 204	1 848	0	0	0	0	0	0	0	0	0	0	0	0	67	2 394	2 030
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	26	926	942	322	10 994	10 147	0	0	0	0	0	0	0	0	0	0	0	0	348	11 920	11 089
Kwai Tsing	S1	0	0	0	122	4 163	3 677	0	0	0	0	0	0	0	0	0	0	0	0	122	4 163	3 677
	S2	0	0	0	122	4 114	3 870	0	0	0	0	0	0	0	0	0	0	0	0	122	4 114	3 870
	S3	0	0	0	124	4 356	4 276	0	0	0	0	0	0	0	0	0	0	0	0	124	4 356	4 276
	S4	0	0	0	137	4 356	4 247	0	0	0	0	0	0	0	0	0	0	0	0	137	4 356	4 247
	S5	0	0	0	153	4 968	4 406	0	0	0	0	0	0	0	0	0	0	0	0	153	4 968	4 406
	S6	0	0	0	154	5 358	4 487	0	0	0	0	0	0	0	0	0	0	0	0	154	5 358	4 487
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	812	27 315	24 963	0	0	0	0	0	0	0	0	0	0	0	0	812	27 315	24 963
Islands	S1	3	99	67	23	770	642	0	0	0	9	252	202	4	120	110	3	66	61	42	1 307	1 082
	S2	3	102	79	24	753	682	0	0	0	9	252	212	4	120	116	2	44	46	42	1 271	1 135
	S3	3	108	67	23	792	743	0	0	0	9	252	233	7	179	148	2	44	35	44	1 375	1 226
	S4	3	108	84	23	828	713	0	0	0	11	327	261	5	135	119	2	44	28	44	1 442	1 205
	S5	3	108	100	29	972	808	0	0	0	11	343	263	5	135	107	2	44	25	50	1 602	1 303
	S6	3	114	96	30	1 064	808	0	0	0	11	317	222	4	119	103	0	0	0	48	1 614	1 229
	S7	0	0	0	0	0	0	0	0	0	0	0	0	2	60	48	0	0	0	2	60	48
	All Grades	18	639	493	152	5 179	4 396	0	0	0	60	1 743	1 393	31	868	751	11	242	195	272	8 671	7 228

## Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
All Districts	S1	118	3 848	3 664	1 431	48 641	41 797	7	245	192	254	9 005	7 677	43	1 124	1 016	116	3 022	2 805	1 969	65 885	57 151
	S2	117	3 944	3 789	1 438	48 017	43 517	7	242	212	256	9 216	8 174	44	1 155	1 015	112	2 924	2 720	1 974	65 498	59 427
	S3	118	4 176	3 911	1 462	51 071	47 262	8	288	248	261	9 417	8 507	47	1 174	1 031	115	2 905	2 616	2 011	69 031	63 575
	S4	124	4 176	3 859	1 537	50 942	46 341	8	288	266	277	9 843	8 427	45	1 104	944	109	2 743	2 371	2 100	69 096	62 208
	S5	133	4 680	4 082	1 687	56 979	48 370	9	324	291	285	10 336	8 019	44	1 062	854	106	2 601	2 244	2 264	75 982	63 860
	S6	133	4 978	4 235	1 723	61 927	49 818	8	296	256	278	10 011	7 464	49	1 257	922	100	2 458	2 079	2 291	80 927	64 774
	S7	0	0	0	0	0	0	0	0	0	0	0	0	31	598	529	80	1 978	1 607	111	2 576	2 136
	All Grades	743	25 802	23 540	9 278	317 577	277 105	47	1 683	1 465	1 611	57 828	48 268	303	7 474	6 311	737	18 631	16 442	12 719	428 995	373 131

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2014.
  - (3) Figures on operating classes in a very small number of schools (other than the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
  - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
  - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**Table 3: Number of Vacant Places in Secondary Day Schools by District, by Grade and by Sector, 2014/15 School Year**

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	- 12	115	0	- 18	0	23	108
	S2	- 7	109	0	- 7	0	9	104
	S3	3	86	0	12	0	35	136
	S4	1	112	0	20	0	18	151
	S5	14	169	0	38	0	16	237
	S6	17	265	0	110	0	64	456
	S7	0	0	0	0	0	114	114
	All Grades	16	856	0	155	0	279	1 306
Wan Chai	S1	- 8	147	0	55	0	9	203
	S2	9	100	0	85	0	3	197
	S3	21	161	0	64	0	25	271
	S4	42	189	0	187	0	38	456
	S5	63	244	0	248	0	24	579
	S6	72	383	0	203	0	58	716
	S7	0	0	0	0	0	71	71
	All Grades	199	1 224	0	842	0	228	2 493
Eastern	S1	- 12	646	0	92	0	58	784
	S2	7	498	0	115	0	84	704
	S3	10	540	0	52	0	78	680
	S4	36	467	0	79	0	116	698
	S5	40	699	0	130	0	77	946
	S6	60	923	0	203	0	44	1 230
	S7	0	0	0	0	0	30	30
	All Grades	141	3 773	0	671	0	487	5 072

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	323	0	17	31	36	407
	S2	0	335	0	33	27	66	461
	S3	0	327	0	49	32	52	460
	S4	0	305	0	68	- 1	63	435
	S5	0	397	0	96	32	94	619
	S6	0	568	0	145	29	121	863
	S7	0	0	0	0	- 1	101	100
	All Grades	0	2 255	0	408	149	533	3 345
Yau Tsim Mong	S1	37	209	48	79	0	0	373
	S2	59	76	28	34	0	0	197
	S3	52	119	40	51	0	0	262
	S4	47	133	19	75	25	0	299
	S5	56	277	22	127	25	0	507
	S6	71	396	27	120	79	0	693
	S7	0	0	0	0	0	0	0
	All Grades	322	1 210	184	486	129	0	2 331
Sham Shui Po	S1	15	132	5	298	24	6	480
	S2	12	84	2	201	19	1	319
	S3	9	93	0	131	26	2	261
	S4	17	127	3	164	54	- 1	364
	S5	55	230	11	216	59	0	571
	S6	74	357	13	312	78	2	836
	S7	0	0	0	0	21	0	21
	All Grades	182	1 023	34	1 322	281	10	2 852

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	14	464	0	13	8	44	543
	S2	13	368	0	- 3	17	21	416
	S3	40	340	0	37	28	65	510
	S4	7	448	0	83	10	65	613
	S5	43	837	0	130	4	68	1 082
	S6	56	1 130	0	162	0	43	1 391
	S7	0	0	0	0	1	27	28
	All Grades	173	3 587	0	422	68	333	4 583
Wong Tai Sin	S1	45	431	0	0	11	0	487
	S2	34	262	0	11	55	0	362
	S3	10	172	0	12	9	0	203
	S4	26	293	0	48	15	0	382
	S5	26	390	0	96	42	0	554
	S6	15	647	0	105	83	0	850
	S7	0	0	0	0	0	0	0
	All Grades	156	2 195	0	272	215	0	2 838
Kwun Tong	S1	25	351	0	216	0	19	611
	S2	- 4	154	0	160	0	9	319
	S3	19	138	0	108	0	8	273
	S4	38	203	0	124	0	11	376
	S5	49	418	0	285	0	14	766
	S6	47	591	0	316	0	21	975
	S7	0	0	0	0	0	16	16
	All Grades	174	1 855	0	1 209	0	98	3 336

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	12	396	0	159	19	10	596
	S2	- 3	236	0	102	19	6	360
	S3	5	196	0	137	16	2	356
	S4	10	233	0	205	20	12	480
	S5	19	406	0	223	0	16	664
	S6	8	584	0	261	0	16	869
	S7	0	0	0	0	0	3	3
	All Grades	51	2 051	0	1 087	74	65	3 328
Sha Tin	S1	1	937	0	41	5	2	986
	S2	8	704	0	29	- 1	5	745
	S3	6	492	0	41	1	6	546
	S4	15	593	0	86	14	8	716
	S5	30	1 006	0	242	6	9	1 293
	S6	36	1 342	0	268	22	3	1 671
	S7	0	0	0	0	36	3	39
	All Grades	96	5 074	0	707	83	36	5 996
Tai Po	S1	47	350	0	159	0	0	556
	S2	26	238	0	124	0	0	388
	S3	13	148	0	101	0	0	262
	S4	19	168	0	104	0	0	291
	S5	28	405	0	201	0	0	634
	S6	64	617	0	102	0	0	783
	S7	0	0	0	0	0	0	0
	All Grades	197	1 926	0	791	0	0	2 914



District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	37	131	0	0	0	4	172
	S2	3	38	0	2	0	3	46
	S3	6	59	0	5	0	7	77
	S4	9	38	0	10	0	23	80
	S5	46	323	0	22	0	16	407
	S6	68	559	0	36	0	7	670
	S7	0	0	0	0	0	6	6
	All Grades	169	1 148	0	75	0	66	1 458
Yuen Long	S1	- 41	577	0	167	0	0	703
	S2	- 25	307	0	116	0	0	398
	S3	18	272	0	91	0	0	381
	S4	21	388	0	97	7	0	513
	S5	63	841	0	183	12	0	1 099
	S6	77	1 072	0	109	28	0	1 286
	S7	0	0	0	0	0	0	0
	All Grades	113	3 457	0	763	47	0	4 380
Tuen Mun	S1	4	845	0	0	0	1	850
	S2	10	654	0	0	0	- 1	663
	S3	13	542	0	0	0	0	555
	S4	11	621	0	0	0	3	635
	S5	53	1 002	0	0	0	4	1 059
	S6	52	1 192	0	0	0	0	1 244
	S7	0	0	0	0	0	0	0
	All Grades	143	4 856	0	0	0	7	5 006

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	- 12	176	0	0	0	0	164
	S2	- 10	22	0	0	0	0	12
	S3	- 1	- 5	0	0	0	0	- 6
	S4	- 6	59	0	0	0	0	53
	S5	5	239	0	0	0	0	244
	S6	8	356	0	0	0	0	364
	S7	0	0	0	0	0	0	0
	All Grades	- 16	847	0	0	0	0	831
Kwai Tsing	S1	0	486	0	0	0	0	486
	S2	0	244	0	0	0	0	244
	S3	0	80	0	0	0	0	80
	S4	0	109	0	0	0	0	109
	S5	0	562	0	0	0	0	562
	S6	0	871	0	0	0	0	871
	S7	0	0	0	0	0	0	0
	All Grades	0	2 352	0	0	0	0	2 352
Islands	S1	32	128	0	50	10	5	225
	S2	23	71	0	40	4	- 2	136
	S3	41	49	0	19	31	9	149
	S4	24	115	0	66	16	16	237
	S5	8	164	0	80	28	19	299
	S6	18	256	0	95	16	0	385
	S7	0	0	0	0	12	0	12
	All Grades	146	783	0	350	117	47	1 443

## Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	184	6 844	53	1 328	108	217	8 734
	S2	155	4 500	30	1 042	140	204	6 071
	S3	265	3 809	40	910	143	289	5 456
	S4	317	4 601	22	1 416	160	372	6 888
	S5	598	8 609	33	2 317	208	357	12 122
	S6	743	12 109	40	2 547	335	379	16 153
	S7	0	0	0	0	69	371	440
	All Grades	2 262	40 472	218	9 560	1 163	2 189	55 864

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2014.
  - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.
  - (4) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB064**

**(Question Serial No. 2954)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and Subsidies, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Please inform us of all items with unspent provisions on education (including provisions for schools, student financial assistance, capital works and non-recurrent items, etc.), the amount returned to the Treasury in respect of each item and the percentage of its actual provision over estimated provision from 2010-11 to 2014-15 respectively.

Asked by: Hon IP Kin-yuen (Member Question No. 18)

Reply:

The breakdown of unspent provision on education from 2010-11 to 2014-15 by broad categories is provided in the **Annex**. In accordance with the established mechanism, unspent provision in the estimate automatically lapses after the close of the financial year.

## Education Expenditure in 2010-11 to 2014-15

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Amount Unspent and Lapsed (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Actual Expenditure over Approved Estimate	Estimated Amount Unspent/ Overspent (-) (% over Approved Estimate) \$ million	% of Revised Estimate over Approved Estimate
(a) Subventions to schools/ institutions and subsidies to kindergartens	2,035 (4%)	96%	-729 (-1%)	101%	476 (1%)	99%	180 (0%)	100%	-706 (-1%)	101%
(b) Student financial assistance/ scholarship to students and loans to students/ schools/ institutions	273 (6%)	94%	892 (14%)	86%	1,465 (19%)	81%	-279 (-4%)	104%	765 (9%)	91%
(c) Capital works expenditure	430 (9%)	91%	398 (6%)	94%	317 (7%)	93%	271 (10%)	90%	146 (7%)	93%
(d) Operational and other non-recurrent expenditure of Education Bureau and departments under its purview	244 (5%)	95%	215 (4%)	96%	247 (5%)	95%	320 (6%)	94%	1,055 (17%)	83%
Total	2,982 (5%)	95%	776 (1%)	99%	2,505 (3%)	97%	492 (1%)	99%	1,260 (2%)	98%

- End -

**CONTROLLING OFFICER'S REPLY****EDB065****(Question Serial No. 2955)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information for the school years from 2012/13 to 2014/15:

(a) the actual average teacher-to-student and class-to-teacher ratios for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme schools and international schools;

(b) the number of regular teachers, teachers under defined contract period (DCP) terms and teaching assistants in public sector primary and secondary schools as well as special schools;

(c) the number of establishment and non-establishment staff in public sector primary and secondary schools, broken down by the following types; and

Public Sector Secondary School	2012/13			2013/14			2014/15		
	2012/13	Number of teachers	Total number of teachers	2013/14	Number of teachers	Total number of teachers	2014/15	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed under DCP terms			Regular teachers employed under DCP terms			Regular teachers employed under DCP terms		
Non-establishment teachers	Paid by government funding/specific fund			Paid by government funding/specific fund			Paid by government funding/specific fund		
	Paid by school funding			Paid by school funding			Paid by school funding		
Public Sector Primary School	2012/13			2013/14			2014/15		
	2012/13	Number of teachers	Total number of teachers	2013/14	Number of teachers	Total number of teachers	2014/15	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed under DCP terms			Regular teachers employed under DCP terms			Regular teachers employed under DCP terms		

Non-establishment teachers	Paid by government funding/specific fund			Paid by government funding/specific fund			Paid by government funding/specific fund		
	Paid by school funding			Paid by school funding			Paid by school funding		

(d) the average number of teaching periods for teachers in government, aided and private primary and secondary schools.

Asked by: Hon IP Kin-yuen (Member Question No. 19)

Reply:

- (a) The average student-to-teacher ratio and the average teacher-to-class ratio for public sector and private primary and secondary schools as well as special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2012/13 to 2014/15 are tabulated below. Please note that teachers of local primary and secondary schools include regular / contract teachers (i.e. those employed under teacher establishment and various education initiatives, grants or funding from different sources).

#### **Student-to-Teacher Ratio**

	2012/13	2013/14	2014/15 (Estimate)
Government Primary Schools	14.9 : 1	14.8 : 1	14.5 : 1
Government Secondary Schools	15.2 : 1	14.7 : 1	13.9 : 1
Aided Primary Schools	14.4 : 1	14.1 : 1	14.0 : 1
Aided Secondary Schools	14.4 : 1	13.7 : 1	12.9 : 1
Private Primary Schools*	15.9 : 1	16.2 : 1	15.7 : 1
Private Secondary Schools*	13.4 : 1	12.1 : 1	11.0 : 1
Caput Secondary Schools	14.8 : 1	14.0 : 1	13.0 : 1
Special Schools	4.9 : 1	4.8 : 1	4.6 : 1
DSS Schools*	12.4 : 1	12.2 : 1	11.9 : 1
International Schools*	11.0 : 1	11.1 : 1	11.0 : 1

#### **Teacher-to-Class Ratio**

	2012/13	2013/14	2014/15 (Estimate)
Government Primary Schools	1.8 : 1	1.8 : 1	1.8 : 1
Government Secondary Schools	2.2 : 1	2.3 : 1	2.3 : 1
Aided Primary Schools	1.9 : 1	1.9 : 1	1.9 : 1
Aided Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Private Primary Schools*	1.8 : 1	1.8 : 1	1.9 : 1
Private Secondary Schools*	1.6 : 1	1.7 : 1	1.9 : 1
Caput Secondary Schools	2.3 : 1	2.3 : 1	2.4 : 1
Special Schools	2.2 : 1	2.2 : 1	2.2 : 1
DSS Schools*	2.5 : 1	2.5 : 1	2.5 : 1
International Schools*	2.1 : 1	2.1 : 1	2.1 : 1

- \* The student-to-teacher ratio and the teacher-to-class ratio vary among individual DSS schools, private schools and international schools.

- (b) The number (rounded to the nearest 10) of establishment teachers (teachers filling the posts of the approved teaching establishment) in public sector schools for the school years from 2012/13 to 2014/15 is as follows:

#### Establishment Teachers

	2012/13	2013/14	2014/15 (Estimate)
Government Primary Schools	1 270	1 250	1 230
Government Secondary Schools	1 490	1 450	1 440
Aided Primary Schools	14 630	15 660	16 090
Aided Secondary Schools	18 750	19 310	19 040
Caput Secondary Schools*	180	110	110
Special Schools	1 460	1 570	1 610

\* The number of caput secondary schools had been reduced from 3 to 2 in the 2013/14 school year.

For aided schools, some of the establishment teachers are employed on defined contract period terms (DCP teachers). The number (rounded to the nearest 10) of DCP teachers in aided schools for the school years from 2012/13 to 2014/15 is as follows:

#### DCP Teachers

	2012/13	2013/14	2014/15 (Estimate)
Aided Primary Schools	560	570	450
Aided Secondary Schools	1 370	1 100	970

Please note that there are no DCP teachers in government schools and caput schools, and the Education Bureau (EDB) does not have information on DCP teachers in special schools and the number of teaching assistants in schools.

- (c) EDB has the figures on the number of non-establishment teachers in public sector schools but we do not keep the information on the type of funding under which they are employed. Besides, there are no DCP teachers in government schools and caput schools. Hence, we can only provide the number (rounded to the nearest 10) of establishment teachers and non-establishment teachers in aided schools as follows:

		2012/13		2013/14		2014/15 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
<b>Aided Primary Schools</b>							
Establishment teachers	Regular teachers*	14 060	14 630	15 090	15 660	15 640	16 090
	DCP teachers	560		570		450	
Non-establishment teachers		-	1 890	-	1 240	-	1 400
<b>Aided Secondary Schools</b>							
Establishment teachers	Regular teachers*	17 380	18 750	18 210	19 310	18 070	19 040
	DCP teachers	1 370		1 100		970	
Non-establishment teachers		-	3 380	-	2 380	-	2 420

\* Including regular teachers on permanent terms and the Native-speaking English Teachers.



- (d) The average number of teaching periods for teachers in government, aided primary and secondary teachers per cycle for the school years from 2012/13 to 2014/15 is tabulated below. EDB does not have information on the average number of teaching periods for teachers in private primary and secondary schools.

**Average number of teaching periods per cycle per teacher\***

	2012/13	2013/14	2014/15 (Estimate)
Government secondary school teachers	25	25	24
Government primary school teachers	26	26	26
Aided secondary school teachers	26	26	25
Aided primary school teachers	26	26	26

- \* In computing the figures, principals and teachers without teaching periods are excluded. The number of school days per cycle (ranging from 5 to 10 days) and length of each teaching period may vary from school to school as well as across school years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB066****(Question Serial No. 2956)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide information about public secondary and primary schools by year from 2010/11 to 2014/15 school years:

- What is the number of classes and school places reduced due to reduction of classes as well as the amount of saving as a result;
- What is the number of schools and school places reduced as well as the amount of saving as a result of school operation cessation; and
- What is the number of classes and school places reduced as well as the total amount of saving in the above altogether?

Asked by: Hon IP Kin-yuen (Member Question No. 20)

Reply:

The information on the number of classes and school places reduced, the number of schools closed as well as the savings involved in government and aided primary and secondary schools from the 2010/11 to the 2014/15 school years are as follows:

- The number of classes and school places reduced due to reduction of classes and the savings involved

School Year	Primary			Secondary		
	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)
2010/11	139	4 017	63	86	2 950	57
2011/12	5	141	3	Note 4	Note 4	Note 4
2012/13	Note 5	Note 5	Note 5	Note 6	Note 6	Note 6
2013/14	Note 5	Note 5	Note 5	328 Note 7	10 299	Note 8
2014/15	Note 5	Note 5	Note 5	289 Note 7	8 670	Note 8

(b) The number of classes and school places reduced due to school closure and the savings involved

School Year	Primary				Secondary			
	No. of Schools Closed	No. of Classes Reduced	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Schools Closed	No. of Classes Reduced	No. of School Places Reduced (Note 2)	Estimated Savings/ (\$million) (Note 3)
2010/11	8	26	751	29	0	0	0	0
2011/12	2	8	225	9	0	0	0	0
2012/13	1	3	82	4	1	5	164	5
2013/14	1	4	107	5	0	0	0	0
2014/15	0	0	0	0	0	0	0	0

(c) The total number of classes and school places reduced due to reduction of classes or school closure and the total savings involved

School Year	Primary			Secondary		
	Total No. of Classes Reduced	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)	Total No. of Classes Reduced	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)
2010/11	165	4 769	92	86	2 950	57
2011/12	13	365	11	Note 4	Note 4	Note 4
2012/13	Note 5	Note 5	Note 5	Note 6	Note 6	Note 6
2013/14	Note 5	Note 5	Note 5	328 Note 7	10 299	Note 8
2014/15	Note 5	Note 5	Note 5	289 Note 7	8 670	Note 8

Remark: Figures may not add up to the corresponding totals due to rounding.

As a matter of fact, Government's investment in primary and secondary education has increased substantially during the above period. The recurrent expenditure on primary and secondary education has respectively increased from \$10,895 million in 2010-11 to \$14,803 million in 2014-15, and from \$19,658 million in 2010-11 to \$24,348 million in 2014-15.

Notes:

- The number of classes reduced is the decrease in the total number of classes between two school years and represents a net reduction of classes.
- The average class size is 28.9 for primary schools and 34.3 for secondary schools in the 2010/11 school year; 28.1 for primary schools and 33.3 for secondary schools in the 2011/12 school year; 27.3 for primary schools and 32.7 for secondary schools in the 2012/13 school year; 26.8 for primary schools and 31.4 for secondary schools in the 2013/14 school year; and 26.6 for primary schools and 30.0 for secondary schools in the 2014/15 school year. The actual class size for schools that face reduction of classes is usually smaller.
- The actual savings vary significantly between schools and will have to be worked out on a school-by-school basis. The figures quoted represent very crude assessment based on the following assumptions:
  - Savings from class reduction, other than those arising from closure of schools, depend on a number of factors such as the number of classes a school is running, the operation

overheads and maintenance cost, etc. The actual savings per class are usually much less than the average subvention per class. Unless a school is closed, there cannot be proportionate reduction in the overheads due to class reduction. As in the last financial year, in estimating the savings arising from reduction of classes, a discount factor of 60% is applied to the territory-wide average subvention per class.

- b. In the case of primary school closure, generally the number of classes a school would have if it were to continue operation would be about two-thirds of the number of classes it had in its last year of operation. Therefore, the actual savings are around two-thirds of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of one-third is therefore used in the calculation of the estimated savings.
  - c. In the case of secondary school closure, generally the number of classes a school would have if it were to continue operation would be about one-third of the number of classes it had in its last year of operation. Therefore, the actual savings are around one-third of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of two-thirds is therefore used in the calculation of the estimated savings.
4. In the 2011/12 school year, there is an increase in the number of classes and expenditure in the public sector secondary schools due to the co-existence of the last cohort of secondary 7 students under the previous academic structure and the first cohort of secondary 6 students under the new senior secondary academic structure (commonly known as the “double cohort” year). As such, there were no reduction in the total number of classes and school places and thus no savings for secondary schools in the 2011/12 school year.
  5. In the 2012/13, 2013/14 and 2014/15 school years, there is a net increase in the number of classes in the public sector primary schools. As such, there were no reduction in the total number of classes and school places and thus no savings for primary schools in the 2012/13, 2013/14 and 2014/15 school years.
  6. As stated in Note 4, in the “double cohort” year of 2011/12, there is an increase in the number of classes and expenditure in the public sector secondary schools. With the phasing out of secondary 7 classes in the 2012/13 school year, we should be cautious in interpreting the number of classes reduced. Given the effect of the “double cohort” year, it is not meaningful to compare the number of classes and school places reduced in the 2012/13 school year to the figures in the previous years and to estimate the consequential savings.
  7. The reduction of classes is mainly due to planned changes of class structure, especially the classes reduced in schools joining the Voluntary Optimisation of Class Structure Scheme etc.
  8. As mentioned in Note 7, the reduction of classes is mainly resultant from schools joining the Voluntary Optimisation of Class Structure Scheme (the Scheme). Since a large amount of additional resource is required for the provision of the enhanced measures under the Scheme, no savings are available from the classes reduced.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB067**

**(Question Serial No. 2957)**

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

Regarding secondary education:

- (a) Please give a breakdown of the number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 5 levels by the 18 school districts in the school years from 2012/13 to 2014/15.
- (b) Please give a breakdown of the total number of schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the school years of 2013/14 and 2014/15.
- (c) Since the implementation of the Voluntary Optimisation of Class Structure Scheme in the 2011/12 school year, how many schools have joined the Scheme? How many modes of class reduction are there (e.g. some schools reduce classes every other year)? What is the breakdown of the number of participating schools by mode of class reduction? What were the respective numbers of classes reduced for all class levels in secondary schools each year in the school years from 2012/13 to 2014/15? How many school places of Secondary 1 and/or class levels were reduced?
- (d) Please provide the respective numbers of schools having joined the Voluntary Optimisation of Class Structure Scheme and used 1 to 6 teaching post quotas in the school years from 2011/12 to 2014/15, and the details of the policy?
- (e) Please give a breakdown of the number of public secondary schools which operate Secondary 1 classes with a standard class size of 32, 33 and 34 or other class sizes (e.g. operating three classes totalling 51 students or operating two classes totalling 26 students) by the 18 school districts in the 2014/15 school year.

Asked by: Hon IP Kin-yuen (Member Question No. 21)

Reply:

- (a) The number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 to Secondary 5 classes in the 18 school districts in the school years from 2012/13 to 2014/15 is set out at Appendices 1, 2 and 3 respectively.

(b) The total number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the 2013/14 and 2014/15 school years is as follows:

School Year	Number of Schools with 1 Class	Number of Schools with 2 Classes	Number of Schools with 3 Classes	Number of Schools with 4 Classes	Number of Schools with 5 Classes	Number of Schools with 6 Classes	Number of Schools with 7 or more Classes
2013/14	1	7	47	296	30	4	1
2014/15	1	14	51	279	36	4	1

(c) As of the 2014/15 school year, there is a total of 220 schools in the Voluntary Optimisation of Class Structure Scheme (the Scheme). The number excludes one school which has joined the Direct Subsidy Scheme in the 2013/14 school year and is thus considered having left the Scheme.

There are generally two modes of class reduction in terms of the planned class structure a school would attain ultimately. Among the 220 schools joining the Scheme, 212 will attain a symmetrical class structure (i.e. same number of classes across Secondary 1 to Secondary 6 levels) and eight will attain a cyclic symmetrical class structure (i.e. same number of classes at every other class level as a result of class reduction in every other school year).

The number of Secondary 1 classes reduced and estimated number of school places reduced under the Scheme in the 2012/13, 2013/14 and 2014/15 school years are as follows:

School Year	Number of Secondary 1 Classes Reduced	Estimated Number of Secondary 1 School Places Reduced <sup>Note</sup>
2012/13	213	6 965
2013/14	217	6 814
2014/15	211	6 330

Note: The estimated number of Secondary 1 school places reduced is calculated by multiplying the number of classes reduced by the average class size of secondary schools. The average class sizes of secondary schools in the 2012/13, 2013/14 and 2014/15 school years are 32.7, 31.4 and 30 respectively.

While the approved number of Secondary 1 classes after reduction will be carried forward to upper class levels, the Scheme does not require schools to reduce classes voluntarily in other class levels in the same school year. Thus, under the Scheme, the number of classes and school places reduced in class levels other than Secondary 1 is nil.

(d) Schools joining the Voluntary Optimisation of Class Structure Scheme (the Scheme) are given a maximum quota of six teaching posts for six years for the purpose of making up the entitlements reduced arising from class reduction under the Scheme. After the six-year transitional period, the teaching post quota will be withdrawn gradually over three years until the end of the Scheme. The number of schools provided with 1, 2, 3, 4, 5 and 6 teaching post quota<sup>Note</sup> in the school years from 2011/12 to 2014/15 is as follows:

School Year	Number of Schools with 1 Teaching Post Quota	Number of Schools with 2 Teaching Post Quota	Number of Schools with 3 Teaching Post Quota	Number of Schools with 4 Teaching Post Quota	Number of Schools with 5 Teaching Post Quota	Number of Schools with 6 Teaching Post Quota
2011/12	2	1	1	0	0	0
2012/13	6	45	88	25	8	37
2013/14	4	7	33	49	55	70
2014/15	1	5	12	2	27	172

Note: The teaching post quota provided under the Scheme may be a fractional number. For schools with such fractional post quota provided, the decimal number will be rounded to the nearest whole number in counting towards the number of teaching post quota granted.

(e) The distribution of aided and government secondary schools by various average class size in the 18 school districts in the 2014/15 school year is set out at Appendix 4.

**Number of Aided and Government Secondary Schools  
with 1, 2, 3, 4, 5, 6 and 7 or more classes  
at Secondary 1 to Secondary 5 levels by district in the 2012/13 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes					
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	4	3	3	3	3	5	6	6	0	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	1	1	2	1	1	5	5	4	5	5	18	21	12	6	3	4	1	10	16	19	0	0	0	0	0	0	0	0	0	0	0
Islands	1	0	0	0	0	0	1	1	0	0	1	1	1	2	2	4	4	0	0	0	1	1	5	5	5	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	1	1	19	19	8	8	6	6	6	15	15	17	1	1	3	4	4	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	28	28	11	8	6	0	0	17	20	22	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	23	23	8	7	4	3	3	18	19	21	0	0	0	0	1	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	15	16	2	2	2	1	0	14	14	14	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	18	18	5	3	2	0	0	13	15	16	0	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	5	6	4	2	2	9	8	10	1	0	1	1	1	0	1	1	0	0	0
Sha Tin	0	1	1	0	0	0	0	0	1	1	7	7	7	6	6	26	26	10	7	6	5	5	21	25	26	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	1	2	2	1	1	2	2	2	2	2	9	9	8	9	9	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Tai Po	0	0	0	0	1	1	1	5	2	1	4	4	0	3	3	13	13	1	0	1	0	0	12	13	13	0	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	4	2	2	0	0	9	11	11	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	1	1	0	0	1	2	3	2	1	9	8	7	7	5	27	27	8	10	10	0	0	19	19	22	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	9	8	8	1	1	3	4	3	0	0	0	0	1	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	3	2	2	17	18	12	10	6	3	2	8	11	15	0	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	10	5	5	5	3	2	7	7	8	1	1	1	1	1	0	0	0	1	0	0
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	28	28	3	4	4	4	3	28	29	29	0	1	1	1	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.



**Number of Aided and Government Secondary Schools  
with 1, 2, 3, 4, 5, 6 and 7 or more classes  
at Secondary 1 to Secondary 5 levels by district in the 2013/14 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes						
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5		
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	6	4	3	3	3	3	5	6	0	0	0	0	0	0	0	0	0	0	0	
Hong Kong East	0	0	0	0	0	3	1	1	2	1	4	5	5	4	5	20	18	21	12	6	1	4	1	10	16	0	0	0	0	0	0	0	0	0	0	0	
Islands	1	1	0	0	0	0	0	1	1	0	1	1	1	1	2	4	4	4	0	0	1	1	1	5	5	0	0	0	0	0	0	0	0	0	0	0	
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	2	1	19	19	19	8	8	6	6	6	15	15	1	1	1	3	4	1	1	1	1	1	1	
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	28	28	28	11	8	0	0	0	17	20	0	0	0	0	0	0	0	0	0	0	0	
Kwun Tong	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	22	23	23	8	7	3	3	3	18	19	0	0	0	0	0	0	0	0	0	0	0	
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	16	15	16	2	2	0	1	0	14	14	0	0	0	0	0	0	0	0	0	0	0	
Sai Kung	0	0	0	0	0	1	0	0	1	0	2	1	1	0	1	16	18	18	5	3	0	0	0	13	15	0	0	0	0	0	0	0	0	0	0	0	
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	6	6	2	2	2	8	8	1	1	0	1	1	0	0	1	0	0	0	
Sha Tin	0	0	1	0	0	0	0	0	0	1	7	7	7	7	6	26	26	26	10	7	5	5	5	21	25	0	0	0	0	0	0	0	0	0	0	0	
Southern	0	0	0	0	0	1	1	2	1	1	5	2	2	2	2	6	9	9	8	9	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	0	1	1	5	2	5	4	4	0	3	13	13	13	1	0	0	0	0	12	13	0	0	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	4	2	0	0	0	9	11	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	1	1	0	2	1	2	3	2	8	9	8	7	7	27	27	27	8	10	0	0	0	19	19	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	11	9	8	1	1	1	3	4	0	0	0	0	0	0	0	0	0	0	0	
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	3	3	2	18	17	18	12	10	2	3	2	8	11	0	0	0	0	0	0	0	0	0	0	0	
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	9	10	5	5	2	3	2	7	7	1	1	1	1	1	1	0	0	0	1	1	
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	28	28	28	3	4	4	4	3	28	29	0	0	1	1	1	1	0	0	0	0	0	

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools  
with 1, 2, 3, 4, 5, 6 and 7 or more classes  
at Secondary 1 to Secondary 5 levels by district in the 2014/15 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	5	6	6	6	4	3	3	3	3	5	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	4	3	1	1	2	5	4	5	5	4	15	20	18	21	12	4	1	4	1	10	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	4	4	4	4	0	1	1	1	1	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	19	19	19	19	8	6	6	6	6	15	1	1	1	1	3	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	1	0	0	0	0	3	3	3	3	3	27	28	28	28	11	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	2	2	1	1	1	22	22	23	23	8	3	3	3	3	18	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	15	16	15	16	2	1	0	1	0	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	1	1	0	0	1	3	2	1	1	0	15	16	18	18	5	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	13	6	2	2	2	2	8	1	1	1	0	1	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	0	0	8	7	7	7	7	25	26	26	26	10	5	5	5	5	21	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	4	1	1	2	1	2	5	2	1	2	6	6	9	9	8	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	1	1	5	5	5	4	4	0	13	13	13	13	1	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	13	4	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	1	1	4	2	1	2	3	9	8	9	8	7	24	27	27	27	8	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	11	11	9	1	1	1	1	3	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	5	3	3	3	3	15	18	17	18	12	3	2	3	2	8	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	10	9	10	5	3	2	3	2	7	1	1	1	1	1	0	0	0	1	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	28	28	28	28	3	4	4	4	3	28	0	0	0	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools by Various Class Sizes at Secondary 1  
Level in the 2014/15 School Year**

<b>District</b>	<b>Number of Schools with an Average Class Size of 30 Students or less</b>	<b>Number of Schools with an Average Class Size of 31 Students</b>	<b>Number of Schools with an Average Class Size of 32 Students</b>	<b>Number of Schools with an Average Class Size of 33 Students</b>	<b>Number of Schools with an Average Class Size of 34 Students</b>	<b>Number of Schools with an Average Class Size of 35 Students or more</b>
Central & Western	2	1	0	1	2	3
Hong Kong East	14	1	7	2	0	4
Islands	3	1	1	2	0	0
Kowloon City	10	3	5	3	2	6
Kwai Tsing	7	4	8	12	0	0
Kwun Tong	7	2	3	10	4	1
North	3	1	2	2	11	0
Sai Kung	9	1	3	5	0	1
Sha Tin	16	7	7	7	0	1
Sham Shui Po	1	1	3	7	3	1
Southern	8	2	1	2	0	0
Tai Po	6	3	4	5	0	0
Tsuen Wan	2	2	2	5	1	1
Tuen Mun	15	7	5	10	0	0
Wan Chai	2	0	2	4	0	4
Wong Tai Sin	8	2	7	6	0	0
Yau Tsim Mong	4	0	1	6	0	2
Yuen Long	8	6	9	6	1	4

- End -

**CONTROLLING OFFICER'S REPLY****EDB068****(Question Serial No. 2958)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

- (a) the measures implemented for New Senior Secondary Applied Learning and the details of the provisions involved in the 5 school years from 2010/11 to 2014/15;
- (b) the number of schools offering New Senior Secondary Applied Learning courses, the number of courses offered, the student applications by level, the number of students taking Applied Learning courses and the amount of subsidy provided by the Government from 2011/12 to 2014/15;
- (c) a breakdown of the number of schools offering Applied Learning courses and the student applications for each of the 17 course clusters under the 6 areas of studies from 2011/12 to 2014/15; and
- (d) the measures implemented for Other Learning Experiences under the New Senior Secondary academic structure and the details of the provisions involved in the 5 school years from 2010/11 to 2014/15.

Asked by: Hon IP Kin-yuen (Member Question No. 22)

Reply:

- (a) The New Senior Secondary Applied Learning (ApL) has been implemented since the 2010/11 school year. The Education Bureau supports schools through providing implementation handbook and prospectus, briefing sessions and professional development programmes, organising course exhibitions and making arrangements for taster programmes with a view to enabling students to have informed choices when choosing ApL. An E-system has also been developed to facilitate the application process and implementation in schools. In addition, the Government provides Diversity Learning Grant to support secondary schools in offering ApL courses. The amount of Diversity Learning Grant provided to schools for subsidising students in taking ApL courses from the 2010/11 to 2014/15 school year is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Diversity Learning Grant (\$ million)	26	47	49	51	50

- (b) Each cohort of ApL courses lasts for two years. From 2011/12 to 2014/15 school year, five cohorts of ApL courses (2010-12, 2011-13, 2012-14, 2013-15 and 2014-16 cohorts) have been offered to students. The number of schools offering New Senior Secondary ApL courses, the number of courses offered, the number of student applications, the total number of students taking ApL courses and the amount of subsidy provided by the Government are as follows:

Cohort	2010-12	2011-13	2012-14	2013-15	2014-16
No. of schools offering New Senior Secondary ApL courses	303	298	318	315	316
No. of courses offered	30	35	35	37	36
No. of student applications (Note: student can only apply to start at S5, application by level (S6) is thus not applicable.)	11 887	10 139	10 254	8 649	8 086
No. of students taking ApL courses	6 540	6 061	5 782	5 047	4 791

The amount of subsidy (Diversity Learning Grant) provided by the Government from 2011/12 to 2014/15 school year is as follows:

School Year	2011/12	2012/13	2013/14	2014/15
Amount of subsidy (Diversity Learning Grant) (\$ million)	47	49	51	50

- (c) The breakdown of the number of schools offering ApL courses and the student applications for each of the 18 course clusters (there is 1 new course cluster of Food Services and Management in the 2014-16 cohort) under the 6 areas of studies from 2011/12 to 2014/15 school year are as follows:

Number of schools offering ApL courses:

Area of studies	Course Clusters	2010-12 Cohort	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort
Creative Studies	Design Studies	178	156	167	145	162
	Media Arts	108	104	107	105	118
	Performing Arts	81	81	71	75	68
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	158
	Hospitality Services	223	222	248	241	155
	Event Management	52	40	42	23	NA (Cluster not provided)
	Personal and Community Services	164	162	162	167	147
Business, Management and Law	Business Studies	102	100	88	57	58
	Clientele Management	62	46	41	30	11

Area of studies	Course Clusters	2010-12 Cohort	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort
	Legal Studies	54	33	34	28	27
Media and Communication	Films, TV and Broadcasting Studies	71	60	65	67	59
	Media Production and Public Relations	94	103	112	79	68
Applied Science	Medical Science and Health Care	129	143	155	147	136
	Psychology	NA (Cluster not yet provided)	86	113	105	97
	Sports	81	72	72	70	83
Engineering and Production	Civil and Mechanical Engineering	34	46	44	48	42
	Services Engineering	105	121	131	132	139
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	58	43
<b>Total</b>		<b>303</b>	<b>298</b>	<b>318</b>	<b>315</b>	<b>316</b>

Number of applications:

Area of studies	Course Clusters	2010-12 Cohort	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort
Creative Studies	Design Studies	1 615	1 122	839	678	631
	Media Arts	473	402	426	369	440
	Performing Arts	435	433	351	324	308
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	2 177
	Hospitality Services	4 065	3 170	3 466	2 724	913
	Event Management	204	121	152	77	NA (Cluster not provided)
	Personal and Community Services	1 276	932	906	1 029	661
Business, Management and Law	Business Studies	704	577	435	255	213
	Clientele Management	351	219	190	172	64
	Legal Studies	219	98	88	70	70

Area of studies	Course Clusters	2010-12 Cohort	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort
Media and Communication	Films, TV and Broadcasting Studies	550	432	425	395	316
	Media Production and Public Relations	340	352	339	218	156
Applied Science	Medical Science and Health Care	688	771	850	667	463
	Psychology	NA (Cluster not yet provided)	590	672	477	400
	Sports	326	236	342	242	287
Engineering and Production	Civil and Mechanical Engineering	133	169	153	160	143
	Services Engineering	508	515	620	626	735
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	166	109
<b>Total</b>		<b>11 887</b>	<b>10 139</b>	<b>10 254</b>	<b>8 649</b>	<b>8 086</b>

- (d) Other Learning Experiences (OLE) have been implemented since the 2009/10 school year as an integral part of the new senior secondary curriculum. Under the new recommendations for fine-tuning the NSS curriculum and assessment made in April 2013, schools could flexibly deploy 10-15% of the total curriculum time inside and outside normal school hours to help students develop positive values and key generic skills to promote whole-person development. Schools have deployed existing resources (e.g. operation funds) to implement their school-based OLE.

While most OLE activities are available for free, e.g. career talks and sports days, schools are advised to consider the affordability of fee-incurring programmes to students with lower socio-economic background. To help financially needy students to participate in some OLE activities, schools are making good use of existing resources (e.g. Operating Expenses Block Grant) and schemes (e.g. 'Hong Kong Jockey Club Life-wide Learning Fund', 'School-based After-school Learning and Support Programmes') to ensure that all students have equal access to these programmes and activities.

Preparatory work to ensure a smooth launching of OLE had commenced prior to its actual implementation in the 2009/10 school year. The Education Bureau has supported schools to implement OLE through facilitating the sharing of good practices among teachers, developing electronic tools for Student Learning Profile, making arrangements for career-related and community service projects for students, and organising professional development programmes for teachers. The expenditure in the five school years from the 2010/11 to 2014/15 school year is summarised below:

Expenditure for 2010/11 (\$ million)	Expenditure for 2011/12 (\$ million)	Expenditure for 2012/13 (\$ million)	Expenditure for 2013/14 (\$ million)	Expenditure for 2014/15 (\$ million)
1.10	1.15	0.73	0.37	0.02

(Note: The expenditure for developing electronic tools was incurred largely before 2012/13. Only enhancement cost of these electronic tools were incurred from 2012-13 onwards, thus, the expenditure is largely reduced since then.)

- End -



**CONTROLLING OFFICER'S REPLY****EDB069****(Question Serial No. 2959)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. Please specify the various funds (such as the Quality Education Fund) set up by the government that have funded programmes relating to national education during the school years from 2010/11 to 2014/15 and the amount of annual funding;
2. Please provide a list of the national education activities that were coordinated or organised by the EDB or organised by non-government organisations commissioned by the EDB during the school years from 2010/11 to 2014/15, as well as the expenditures involved; and
3. Please provide a list of the non-government organisations commissioned by the government to organise Mainland exchange programmes during the school years from 2012/13 to 2014/15, as well as the number of exchange programmes organised by each of the organisation and the funding involved.

Asked by: Hon IP Kin-yuen (Member Question No. 23)Reply:

1. The Quality Education Fund (QEF) finances projects for the promotion of quality school education in Hong Kong. It caters for one-off, innovative, worthwhile non-profit making and bottom-up initiatives that support students' learning. Details of related programmes can be found in the QEF's website: <https://qcrc.qef.org.hk/>

The approved funding for the projects relating to national education from the 2010/11 to 2014/15 school years is as follows:

School Year	Approved Funding (\$ million)
2010/11	7.9
2011/12	7.5
2012/13	3.1
2013/14	2.5
2014/15(up to 31 Jan 2015)	0

2. Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. While staffing and expenditure for most of these items are absorbed by the recurrent expenditure of the Education Bureau, expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs from 2010/11 to 2014/15 school years is as follows:

School Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2010/11	40.7	3.1
2011/12	52.3	1.9
2012/13	33.0	1.0
2013/14 <sup>#</sup>	37.2	1.3
2014/15 <sup>*</sup>	56.9	1.3

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

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

<sup>\*</sup> Provisional figures

3. Mainland exchange programmes (MEPs) for students of the 2012/13, 2013/14 and 2014/15 school years have been commissioned to service providers through tendering or quotation exercises.

The related expenditure for the 2012/13 school year is \$33.0 million. Among the service providers, one is a non-governmental organisation (NGO)\* (i.e. Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)) which runs one MEP.

The related expenditure for the 2013/14 school year is \$37.2 million. Among the service providers, Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司) and Wofoo Social Enterprises Limited (和富社會企業有限公司) are the two NGOs. Each of them is commissioned to run one MEP.

The estimated expenditure for the 2014/15 school year is \$56.9 million. Among the service providers, Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司), Wofoo Social Enterprises Limited (和富社會企業有限公司), and Chinese Language Education Research Association Limited (中國語文教育研究學會有限公司) are NGOs. Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司) is commissioned to run two MEPs, while both Wofoo Social Enterprises Limited (和富社會企業有限公司) and Chinese Language Education Research Association Limited (中國語文教育研究學會有限公司) are commissioned to run one MEP.

The contract periods of these NGOs do not fully coincide with the school year and their contract amount cannot be apportioned to the respective school years concerned. Besides, the amount of expenditure for the commissioned programmes depends on the actual number of students who participate in these programmes on a voluntary basis.

- \* The list of non-governmental organisations refers to those which have been granted tax exemption under Section 88 of the Inland Revenue Ordinance.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB070**

**(Question Serial No. 2960 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In regard to the support received by students and respective training programmes attended by teachers for integrated education (IE), please provide the following for the past 5 years (2010/11 to 2014/15 school years):

1. the number of students with special educational needs (SEN) in mainstream primary and secondary schools by stages, grade levels, SEN types, and tiers of support;
2. the respective percentage share of SEN students studying in mainstream schools in the total number of SEN students and their percentage share in the total expenditure involved, by SEN types and tiers of support; and
3. the annual number of primary and secondary teachers who have completed the basic, advanced and thematic (BAT) courses and the details of expenditure by course types.

Asked by: Hon IP Kin-yuen (Member Question No. 24)

Reply:

(1) & (2)

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through a 3-Tier Intervention Model, taking into account their support needs. To help schools cater for their students with SEN, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training.

The number of students with SEN studying in public sector mainstream primary and secondary schools by grade levels and by SEN types for the past 5 years (2010/11 to 2014/15 school years) is set out at Appendix 1. The percentage share of students with SEN by SEN type in the total number of students with SEN in the same period is tabulated at Appendix 2.

Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model. The

expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools from the 2010/11 to 2014/15 school years is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15 (Revised Estimate)
Expenditure (\$ million)	900	964	1,009	1,075	1,237

It should be noted that schools are required to deploy their resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Besides, some expenditure items are on services for students with SEN irrespective of the types of SEN or tiers of support (e.g. teacher training and psychological support services). Hence, we are not able to provide the breakdown of the expenditure by different types of SEN or tiers of support of the students.

(3)

EDB launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers.

The number of public sector mainstream school teachers having successfully completed the BAT Courses from the 2010/11 to 2014/15 school years is as follows:

Course	2010/11 (Actual)		2011/12 (Actual)		2012/13 (Actual)		2013/14 (Actual)		2014/15 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	97	264	147	211	120	339	215	356	235	305
Advanced	118	169	160	213	89	152	92	141	118	154
Thematic	531	484	592	386	144	222	200	281	252	326

The expenditure on the BAT courses from the 2010/11 to 2014/15 school years is as follows:

Course	Expenditure (\$ million)				
	2010/11 (Actual)	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Revised Estimate)
Basic	4.1	4.3	6.3	7.9	7.4
Advanced	11.2	14.6	11.0	10.7	13.5
Thematic	25.1	25.1	18.4	24.5	31.9
TOTAL	40.4	44.0	35.7	43.1	52.8

**Number of students with SEN studying in  
public sector mainstream primary and secondary schools from the 2010/11 to 2014/15 school  
years**

<b>Specific Learning Difficulties</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	40	665	1 786	2 080	2 168	1 809	1 863	1 516	1 385	1 004	630	21	15
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	NA

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	60	135	155	151	128	143	166	169	208	131	133	0	1
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	368	382	353	366	288	227	186	185	170	126	91	15	9
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	62	188	333	444	477	492	373	364	286	152	69	2	2
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	17	25	31	45	44	46	37	53	55	45	29	5	3
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	3	5	7	12	8	15	8	20	17	17	16	4	4
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	39	43	50	59	71	65	72	76	81	91	87	21	21
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A

<b>Speech &amp; Language Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	21	623	383	220	137	94	71	60	36	33	24	1	3
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A

Note: 1. Figures as at September of the respective school years.

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN in the 2011/12 school year has increased.

3. N/A: Not applicable

**Percentage share of students with SEN studying in public sector mainstream schools in the total number of students with SEN  
by major SEN Types  
from the 2010/11 to 2014/15 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/ Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>	<b>Total</b>
<b>2010/11</b>	58.4%	6.2%	10.8%	12.7%	1.7%	0.5%	3.0%	6.7%	100%
<b>2011/12</b>	56.9%	6.0%	11.8%	13.1%	1.4%	0.5%	2.8%	7.6%	100%
<b>2012/13</b>	55.6%	5.4%	13.2%	15.2%	1.2%	0.4%	2.2%	6.8%	100%
<b>2013/14</b>	53.4%	5.0%	14.7%	17.3%	1.1%	0.4%	2.0%	6.2%	100%
<b>2014/15</b>	51.4%	4.6%	16.0%	19.1%	0.9%	0.3%	1.8%	5.9%	100%

Note: Figures as at September of the respective school years.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB071**

**(Question Serial No. 2961)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information based on the original estimate and revised estimate of 2014-15 and the estimate of 2015-16:

1. The recurrent public expenditure and total public expenditure on education and their respective percentage shares in the Gross Domestic Product (GDP)?
2. The recurrent expenditure and total expenditure on kindergarten education and their respective percentage shares in the GDP;
3. The recurrent expenditure and total expenditure of the various types of primary schools and their respective percentage shares in the GDP? And what are the respective school fees of the Direct Subsidy Scheme (DSS) schools and international schools?
4. The recurrent expenditure and total expenditure of the various types of secondary schools and their respective percentage shares in the GDP? And what are the respective school fees of the Direct Subsidy Scheme (DSS) schools and international schools?
5. With regard to sub-degree places, what is the expenditure of subsidised places paid by public money and what are the bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised sub-degree places and self-financing sub-degree places respectively?
6. As for university education, what are the respective expenditures of subsidised degree places, taught postgraduate courses and research postgraduate courses paid by public money? What are the respective bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised degree places and for self-financing degree places respectively?

Asked by: Hon IP Kin-yuen (Member Question No. 25)

Reply:

1 The information required for expenditure on education is as follows -

	2014-15 Original Estimate		2014-15 Revised Estimate		2015-16 Estimate	
	\$ million	as % of GDP	\$ million	as % of GDP	\$ million	as % of GDP
Recurrent public expenditure on education	67,131	3.03%	68,157	3.03%	71,380	3.07%
Total public expenditure on education	75,372	3.40%	74,112	3.30%	79,329	3.41%

2 The information required for pre-primary education is as follows -

	2014-15 Original Estimate		2014-15 Revised Estimate		2015-16 Estimate	
	\$ million	as % of GDP	\$ million	as % of GDP	\$ million	as % of GDP
Recurrent expenditure	3,562	0.16%	3,484	0.16%	4,092	0.18%
Total expenditure	3,566	0.16%	3,486	0.16%	4,094	0.18%

3 & 4 The information required for primary and secondary education is as follows -

Expenditure

	2014-15 Original Estimate		2014-15 Revised Estimate		2015-16 Estimate	
	\$ million	as % of GDP	\$ million	as % of GDP	\$ million	as % of GDP
<b>Primary education</b>						
Recurrent expenditure	14,678	0.66%	14,803	0.66%	15,621	0.67%
-- Out of total recurrent expenditure, funding allocated to various types of schools						
--- Government primary schools	1,018		1,025		1,094	
--- Aided primary schools	12,086		12,206		12,868	
--- English Schools Foundation Junior Schools	118		119		119	
--- Primary schools under the Direct Subsidy Scheme	693		729		765	
Total expenditure	15,316	0.69%	15,456	0.69%	16,232	0.70%

	2014-15 Original Estimate		2014-15 Revised Estimate		2015-16 Estimate	
	\$ million	as % of GDP	\$ million	as % of GDP	\$ million	as % of GDP
<b>Secondary education</b>						
Recurrent expenditure	23,780	1.07%	24,348	1.08%	24,529	1.06%
-- Out of total recurrent expenditure, funding allocated to various types of schools						
--- Government secondary schools	1,447		1,450		1,513	
--- Aided secondary schools	18,474		19,009		19,074	
--- Caput schools	89		94		94	
--- English Schools Foundation Secondary Schools	171		171		171	
--- Secondary schools under the Direct Subsidy Scheme	2,615		2,674		2,792	
Total expenditure	24,465	1.10%	25,040	1.11%	25,374	1.09%

Recurrent expenditure on education for the respective education levels covers recurrent provisions to schools as well as student financial assistance to students under various schemes administered by the Working Family and Student Financial Assistance Agency (formerly the Student Financial Assistance Agency).

Total expenditure on education for the respective education levels comprises recurrent expenditure, non-recurrent and capital expenditure under General Revenue Account, capital expenditure under Capital Works Reserve Fund (CWRP) (mainly for capital works projects) and Loan Fund. Total expenditure by school type for primary and secondary education is not available as some projects under CWRP cannot be classified by types of schools, such as feasibility study and site investigation for vacant school premises.

#### School fees

For international schools, their school fees in the 2014/15 school year range from \$5,800 to \$170,923 at primary level and from \$37,800 to \$194,200 at secondary level. For schools under DSS, their school fees in the 2014/15 school year are appended in the table below. School fee information for the 2015/16 school year is not yet available.

Amount of school fee	Primary 1 to 6* (No. of schools)	Secondary 1 to 3* (No. of schools)	Secondary 4 to 6* (No. of schools)
\$0 – \$5,000	0	17	12
\$5,001 – \$10,000	1	6	9
\$10,001 – \$20,000	9	10	13
\$20,001 – \$30,000	5	10	10
\$30,001 – \$50,000	4	10	10

\$50,001 – \$80,000	2	4	4
\$80,001 – \$98,000	0	0	1

\* For schools that are charging different school fees for different class levels, the highest school fee within the range of class level is used for classification purpose.

5 & 6 The information required for post-secondary education is as follows -

### Expenditure

	2014-15 Original Estimate	2014-15 Revised Estimate	2015-16 Estimate
	\$ million	\$ million	\$ million
Funding allocated to University Grants Committee–funded institutions	15,214	15,968	16,845
Financial assistance to students pursuing sub-degree / degree / post-graduate programmes <sup>φ</sup>			
-- Tertiary Student Finance Scheme – Publicly-funded Programmes			
--- sub-degree programmes	311	269	272
--- degree programmes	824	837	846
--- post-graduate programmes	8	8	8
-- Financial Assistance Scheme for Post-secondary Students			
--- sub-degree programmes	769	629	703
--- degree programmes	548	520	701

<sup>φ</sup> The financial provision represents projected grants to students in the 2014/15 and 2015/16 academic years.

Funding for University Grants Committee (UGC)-funded programmes is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally to programmes at different levels (e.g. sub-degree, undergraduate, taught postgraduate and research postgraduate) as they see fit. UGC is therefore unable to identify and attribute the actual expenditure on specific levels of studies.

### Tuition fees

#### *UGC-funded programmes*

The tuition fee for local students of the UGC-funded sub-degree programmes offered by the City University of Hong Kong and the Hong Kong Polytechnic University is set at \$31,575 per year, while that of The Hong Kong Institute of Education is \$15,040 per year. The tuition fee for local students of the UGC-funded undergraduate, taught postgraduate and research postgraduate programmes is \$42,100 per year. The indicative tuition fees remain unchanged for the 2015/16 academic year.

#### *Self-financing programmes*

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2014/15 academic year are appended in the table below. Tuition fee information for the 2015/16 academic year is not yet available.

Institution	Sub-degree ^ \$	Undergraduate \$
Caritas Bianchi College of Careers	51,800 – 57,705	-
Caritas Institute of Higher Education	51,800 – 56,235	64,023 - 89,100
Caritas Institute of Community Education	48,500	-
Centennial College	-	87,000
Chu Hai College of Higher Education	-	65,000 - 65,833
City University of Hong Kong - Community College of City University	47,250 - 56,250	-
Hang Seng Management College	49,500	69,000
HKCT Institute of Higher Education	-	64,750
HKU SPACE Po Leung Kuk Community College	52,500	-
Hong Kong Art School #	46,500	81,400
Hong Kong Baptist University and its School of Continuing Education and College of International Education	47,250 - 55,000	58,720
Hong Kong College of Technology	47,100 - 54,120	-
Hong Kong Institute of Technology #	42,000	57,533
Hong Kong Nang Yan College of Higher Education	38,000	60,000
Hong Kong Shue Yan University	-	60,000
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-
Pui Ching Academy	41,000 - 44,000	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. #	-	282,215
School of Continuing and Professional Studies, The Chinese University of Hong Kong	45,140 - 57,375	-
The Hong Kong Institute of Education	48,100 - 65,000	72,000 - 84,000
The Hong Kong Polytechnic University - Hong Kong Community College	50,400 - 55,440	-
The Hong Kong University of Science and Technology	-	247,759
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education #	48,000 – 72,700	54,600 - 68,250
The University of Hong Kong - HKU SPACE # & HKU SPACE Community College	52,500 - 72,000	48,000
Tung Wah College	52,500 - 76,250	66,000 - 108,800
Vocational Training Council	48,600 - 49,800	66,000 - 79,200
Yew Chung Community College	63,150 - 63,650	-

Institution	Sub-degree <sup>^</sup> \$	Undergraduate \$
YMCA College of Careers	46,000	-

"-" Denotes no related programme was offered

<sup>^</sup> Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

# Institutions providing locally-accredited non-local first-year-first-degree programmes.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB072**

**(Question Serial No. 2962)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please provide:

- (1) a breakdown of the expenditures in the original estimate for 2014-15, the revised estimate for 2014-15 and the estimate for 2015-16, together with the reasons for the changes;
- (2) the details on the school-based professional support services for kindergartens, primary and secondary schools;
- (3) the details on the assessment tools for School Self Evaluation and the conduct of External School Reviews;
- (4) the details on the assistance in various education reform initiatives; and
- (5) the details on the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work.

Asked by: Hon IP Kin-yuen (Member Question No. 26)

Reply:

Re (1). The breakdown of the expenditures under Programme 7 Policy and Support for 2014-15 and 2015-16 is as follows:

	2014-15 Original Estimate	2014-15 Revised Estimate	2015-16 Estimate
	\$ million	\$ million	\$ million
One-off injection to Qualifications Framework Fund	-	-	1,000.0
Cash flow for various support schemes / projects such as Qualifications Framework Support Schemes, Yi Jin Diploma programme and Study Subsidy Scheme for Designed Professions/Sectors under non-recurrent expenditure	167.2	155.2	342.8
Subsidy and scholarship schemes for vocational and post-secondary education	187.9	172.0	188.2
Operational expenses for formulation of policies and provision of support to the education sector	1,679.8	1,654.9	1,827.3
Total	2,034.9	1,982.1 (-2.6%)	3,358.3 (+69.4%)

The revised estimate for 2014-15 under Programme 7 Policy and Support is \$52.8 million or 2.6% lower than the original estimate. This is mainly due to the lower than budgeted requirement for subsidy and scholarship schemes for vocational and post-secondary education as well as for operational expenditure.

Provision for 2015-16 is \$1,376.2 million or 69.4% higher than the revised estimate of 2014-15. This is mainly due to the planned injection of \$1 billion into the Qualifications Framework Fund and higher cash flow requirement for various support schemes / projects under non-recurrent expenditure in 2015-16.

Re (2) to (5). The administrative expenses involved in the education services / initiatives listed in (2) to (5) are absorbed in the overall operational expenses of EDB and cannot be separately identified. The following sets out the details together with the specific funding for implementing the education services / initiatives concerned:

Education services / initiatives	Resources implication
<u>School-based professional support services for kindergartens, primary and secondary schools</u>  In the 2014/15 school year, EDB provides 175 kindergartens, 317 secondary, 390 primary and 23 special schools with a wide range of school-based support services in such areas as catering for learner diversity, supporting non-Chinese speaking students to learn Chinese Language and supporting students with special educational needs. EDB will invite schools to take part in school-based support programmes in the 2015/16 school year in April 2015. The school-based support services may, depending on the needs and circumstances of participating schools, take various forms, such as University-School Support Programmes, Professional Development Schools Scheme, School Support Partners (Seconded Teacher) Scheme and inter-school collaboration and professional sharing.	The school-based support services are mainly funded by the Education Development Fund. A total of \$134.6 million has been earmarked under the Fund for the programmes held / to be held in the 2014/15 school year.
<u>Assessment tools for School Self Evaluation (SSE) and the conducting of External School Reviews (ESR)</u>  To support the development of a strong school self-evaluation culture, EDB regularly updates the contents of the evaluation tools, which include	



Education services / initiatives	Resources implication
<p>Performance Indicators, Key Performance Measures, E-platform for School Development and Accountability (ESDA), Stakeholder Survey, Schools Value-Added Information System (SVAIS) and Assessment Programme for Affective and Social Outcomes (APASO). To complement SSE, EDB will carry out ESR in about 145 schools in the 2014/15 school year. In general, a similar number of ESR is planned for the 2015/16 school year.</p>	
<p><u>Assistance in various education reform initiatives</u></p> <p><i>Implementation of new academic structure</i></p> <p>The New Academic Structure (NAS) has been implemented since September 2009 as a crucial part of the education reform which commenced in 2001. To provide updates on the implementation and development of the NAS, including articulation to multiple pathways, communication with the general public and stakeholders has been strengthened since 2005 through various channels and platforms.</p> <p>The New Senior Secondary (NSS) curriculum aims at providing a broad and balanced curriculum with diversified choices to cater for students' interests, abilities and needs. The third 3-year cycle of the NSS (2011/12 to 2013/14) has been implemented smoothly. International recognition and different feedback prove its initial positive impact on students. Subsequent to the announcement of the first batch of recommendations of the NAS Medium-term Review in April 2014, EDB, the Curriculum Development Council, and the Hong Kong Examinations and Assessment Authority continue to conduct the NAS Medium-term Review jointly. The last batch of Medium-term recommendations is expected to be announced in July 2015.</p> <p>In the meantime, EDB will continue to support the implementation of the NSS curriculum through, for example, the continued provision of support and training to help build the professional capacity of teachers, fostering professional exchanges and sharing of good practices, development of quality learning and teaching resource materials, and disbursement of various NSS grants to enable schools to provide quality secondary education for the benefit of the students.</p> <p>The NAS has also been implemented in the post-secondary education sector starting from the 2012/13 academic year. Post-secondary institutions have made necessary curriculum and assessment changes aiming to infuse students with a broadened knowledge base, balanced development, sound language and other generic skills, as well as a propensity for life-long learning. The four-year undergraduate programme, which comprises the core, major and elective courses with an emphasis on general education and exposure to both academic and non-academic skills and knowledge, will provide smoother articulation for further studies or work in Hong Kong. The international recognition given to the NAS also facilitates students' articulation to other major education systems in the world. EDB has set up a liaison group joined by representatives from all UGC-funded institutions to oversee the implementation of the NAS in the UGC-funded sector. There is also regular communication between EDB and the self-financing post-secondary education sector on the NAS implementation.</p>	<p>In 2005, the Finance Committee approved a non-recurrent commitment of \$2,447.2 million for implementing the measures to support the development of the new academic structure in both secondary school and UGC sectors. The project has already been completed in 2013-14 and the total spending of the project is \$2,436.8 million.</p> <p>The total provision for disbursement of various recurrent NSS grants under Programme 3 Secondary Education and Programme 4 Special Education is about \$370 million a year.</p>

Education services / initiatives	Resources implication
<p><i>School places allocation</i></p> <p>As part of the Education Reform initiatives, the arrangements under the Primary 1 and Secondary 1 places allocation systems have been revised starting from 2000, including the abolition of the Academic Aptitude Test. The revised arrangements continue in the 2014/15 and 2015/16 school years.</p>	
<p><u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u></p> <p>The Pilot Project on Strengthening Schools' Administration Management (pilot project) aims at supporting schools to strengthen their school administration and management, as well as streamline procedures, thereby enhancing efficiency and unleashing teachers' capacity. Each participating school is provided with professional support and a grant of \$0.45 million over the trial period for employing additional administrative staff and/or procuring necessary services, etc. to develop fit-for-purpose practices/systems appropriate to their own circumstances. Good practices and useful information gathered from the pilot project will be disseminated to other public sector schools.</p> <p>A total of 96 public sector schools (including government and aided schools) have participated in the pilot project since its launch in the 2011/12 school year. To further consolidate good practices and experience, the project will be extended to a new batch of public sector schools in the 2015/16 school year.</p>	<p>A total of \$59.4 million has been provided for under Programme 2 Primary Education, Programme 3 Secondary Education and Programme 4 Special Education in the relevant financial years for conducting the pilot project by phases at school level.</p>

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB073**

**(Question Serial No. 2963)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

(a) Please provide the number of non-Chinese speaking (NCS) students by grade and the student unit cost in kindergartens, primary schools, secondary schools and tertiary institutions from the 2012/13 to 2014/15 school years in Hong Kong.

(b) Please provide the number and names of designated schools receiving intensive support by the Education Bureau to cater for the needs of NCS students, the number of these students by grade, the amount of provision received, the student unit cost and their percentage share in the total number of NCS students in Hong Kong from the 2012/13 to 2014/15 school years.

(c) Please provide the number of NCS students by grade and the student unit cost in non-designated schools, as well as their percentage share in the total number of NCS students in Hong Kong from the 2012/13 to 2014/15 school years.

(d) Please provide details of measures by and funding from the Education Bureau for educational support to NCS students from the 2012/13 to 2014/15 school years.

(e) Please compare the various types of educational support and relevant funding provided by the Administration for NCS students between designated schools and non-designated schools in the 2013/14 and 2014/15 school year.

(f) Will the Administration review the effectiveness of the education for NCS students? Will it consider further increasing the number of designated schools and for those admitting NCS students?

Asked by: Hon IP Kin-yuen (Member Question No. 27)

Reply:

(a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level and by grade from the 2012/13 to 2014/15 school years is tabulated at [Annex A](#).

(b) Starting from the 2006/07 school year, schools admitting a critical mass of NCS students,

having experience in taking care of NCS students, ready to partner with the Education Bureau (EDB) to develop school-based support measures and share experience with other schools have been provided with special grant which has been turned into additional recurrent funding ranging from \$300,000 to \$600,000 since the 2008/09 school year as well as professional support to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. Through the sharing of these schools with other schools admitting NCS students via the school support network that EDB has formed, all NCS students will benefit. This mode of support is generally known as the so-called “designated schools” system. To remove the misconception arising from the “designated school” label which is in fact a misnomer and to raise schools’ awareness to support NCS students’ learning of the Chinese language, the funding arrangement has been revised with effect from the 2013/14 school year under which all schools admitting 10 or more NCS students have been provided with additional recurrent funding ranging from \$300,000 to \$600,000 per year, depending on the number of NCS students admitted, to enhance the support for learning of the Chinese language of NCS students. Starting from the 2014/15 school year, the funding support has been enhanced to facilitate schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” and the creation of an inclusive learning environment in schools. All schools admitting 10 or more NCS students have been provided with an additional recurrent funding ranging from \$800,000 to \$1,500,000 per year, depending on the number of NCS students admitted.

A total of 31, 151 and 173 schools were provided with additional recurrent funding in the 2012/13, 2013/14 and 2014/15 school years respectively to enhance the support for learning of the Chinese language of NCS students. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of each of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools that we intend to remove by abolition of the so-called “designated schools” system from the 2013/14 school year. As reference, the number of NCS students by grade in schools provided with the additional recurrent funding from the 2012/13 to 2014/15 school years is tabulated at Annex B. The percentage of NCS students in these schools among all NCS students in public sector and Direct Subsidy Scheme (DSS) schools excluding special schools in Hong Kong in the 2012/13, 2013/14 and 2014/15 school years is 59.1%, 92.5% and 92.5% respectively.

- (c) According to the information collected through the Student Enrolment Survey, the number of NCS students by grade in schools other than those provided with additional recurrent funding as mentioned in (b) above from the 2012/13 to 2014/15 school years is tabulated at Annex C. The percentage share of NCS students in these schools among all NCS students in public sector and DSS schools excluding special schools in Hong Kong in the 2012/13, 2013/14 and 2014/15 school years is 40.9%, 7.5% and 7.5% respectively.
- (d) The educational support measures for NCS students from the 2012/13 to 2014/15 school years and the expenditure are tabulated at Annex D.
- (e) As mentioned in (b) above, the so-called “designated schools” system has been abolished since the 2013/14 school year.
- (f) Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate

**Number of non-Chinese speaking (NCS) students  
by level and by grade from the 2012/13 to 2014/15 school years**

Level	Grade	2012/13 school year	2013/14 school year	2014/15 school year
Pre-primary (K1 to K3)	K1	4 502	4 414	4 336
	K2	4 643	4 442	4 401
	K3	3 179	3 173	3 196
	<b>K1-K3</b>	<b>12 324</b>	<b>12 029</b>	<b>11 933</b>
Primary (Primary 1 – 6)	P1	1 394	1 445	1 574
	P2	1 359	1 459	1 533
	P3	1 304	1 376	1 467
	P4	1 357	1 322	1 399
	P5	1 339	1 368	1 353
	P6	1 192	1 320	1 371
	<b>P1-P6</b>	<b>7 945</b>	<b>8 290</b>	<b>8 697</b>
Secondary (Secondary 1 – 6)	S1	1 448	1 437	1 613
	S2	1 363	1 468	1 424
	S3	1 308	1 366	1 493
	S4	1 118	1 312	1 376
	S5	957	1 101	1 307
	S6	725	892	1 011
	<b>S1-S6</b>	<b>6 919</b>	<b>7 576</b>	<b>8 224</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.
6. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Number of non-Chinese speaking (NCS) students by grade  
in schools provided with additional recurrent funding  
from the 2012/13 to 2014/15 school years**

<b>Grade</b>	<b>2012/13 school year</b>	<b>2013/14 school year</b>	<b>2014/15 school year</b>
P1	823	1 331	1 435
P2	817	1 355	1 418
P3	830	1 272	1 362
P4	879	1 234	1 312
P5	927	1 268	1 271
P6	810	1 236	1 278
<b>P1-P6</b>	<b>5 086</b>	<b>7 696</b>	<b>8 076</b>
S1	678	1 337	1 473
S2	680	1 369	1 344
S3	720	1 294	1 405
S4	677	1 238	1 295
S5	566	964	1 171
S6	381	775	895
<b>S1-S6</b>	<b>3 702</b>	<b>6 977</b>	<b>7 583</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Number of non-Chinese speaking (NCS) students by grade  
in schools other than those provided with additional recurrent funding  
from the 2012/13 to 2014/15 school years**

<b>Grade</b>	<b>2012/13 school year</b>	<b>2013/14 school year</b>	<b>2014/15 school year</b>
P1	571	114	139
P2	542	104	115
P3	474	104	105
P4	478	88	87
P5	412	100	82
P6	382	84	93
<b>P1-P6</b>	<b>2 859</b>	<b>594</b>	<b>621</b>
S1	770	100	140
S2	683	99	80
S3	588	72	88
S4	441	74	81
S5	391	137	136
S6	344	117	116
<b>S1-S6</b>	<b>3 217</b>	<b>599</b>	<b>641</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Educational support measures for non-Chinese speaking (NCS) students  
from the 2012/13 to 2014/15 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Actual expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	17.5  Note	61.3  Note	197.7  Note
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students.</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year.</p>	An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools  Note	An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools  Note	3.0  Note



Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.7	2.6	3.7
<p>A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	13.0	21.0	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.0	2.5	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	2.0

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.76	1.33	1.87
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	0.88	2.51	2.51
Support for kindergartens admitting NCS students -			
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	3.3	3.0	3.0
(b) School-based professional support services	-	Note	Note

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB074**

**(Question Serial No. 2964)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and Subsidies (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please give a breakdown, by school type, school district and school sponsoring body, of the number of schools which had established an incorporated management committee (IMC), the percentage of aided IMC schools among all aided schools, and the amount of grant provided by the Administration for the establishment of IMCs in aided schools from the 2012/13 to 2014/15 school years.

Asked by: Hon IP Kin-yuen (Member Question No. 28)

Reply:

As at 2 March 2015, 757 aided schools of 223 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). The number of IMC schools under individual SSBs ranges from one to 63. The percentage of aided IMC schools among all aided schools in the 2012/13, 2013/14 and 2014/15 school years (as at 2 March 2015) is 76.0%, 88.4% and 90.3% respectively. The number of aided IMC schools by district and category in the 2012/13, 2013/14 and 2014/15 school years is at Appendix.

The actual expenditure in 2012-13, 2013-14 and the revised estimated expenditure in 2014-15 for supporting schools to set up their IMCs are \$110.8 million, \$19.1 million and \$36.3 million respectively.

**Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category**

<b>District</b>	<b>2012/13 School Year (as at 31 August 2013)</b>				<b>2013/14 School Year (as at 31 August 2014)</b>				<b>2014/15 School Year (as at 2 March 2015)</b>			
	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total
Central & Western	4	5	0	<b>9</b>	5	8	0	<b>13</b>	5	8	0	<b>13</b>
Eastern	17	16	2	<b>35</b>	21	20	3	<b>44</b>	22	20	3	<b>45</b>
Islands	5	11	1	<b>17</b>	7	11	1	<b>19</b>	7	11	1	<b>19</b>
Kowloon City	18	18	0	<b>36</b>	24	20	0	<b>44</b>	24	20	0	<b>44</b>
Kwai Tsing	24	16	6	<b>46</b>	27	24	6	<b>57</b>	28	27	6	<b>61</b>
Kwun Tong	18	16	4	<b>38</b>	24	24	4	<b>52</b>	24	27	4	<b>55</b>
North	14	25	2	<b>41</b>	14	27	2	<b>43</b>	15	27	2	<b>44</b>
Sai Kung	16	15	2	<b>33</b>	17	19	3	<b>39</b>	17	19	3	<b>39</b>
Sham Shui Po	11	10	7	<b>28</b>	13	14	7	<b>34</b>	14	15	7	<b>36</b>
Sha Tin	30	33	3	<b>66</b>	32	35	4	<b>71</b>	32	36	4	<b>72</b>
Southern	10	5	6	<b>21</b>	11	8	6	<b>25</b>	11	8	6	<b>25</b>
Tai Po	15	13	4	<b>32</b>	17	17	4	<b>38</b>	17	17	4	<b>38</b>
Tsuen Wan	12	12	0	<b>24</b>	13	17	0	<b>30</b>	13	18	0	<b>31</b>
Tuen Mun	33	30	4	<b>67</b>	35	31	4	<b>70</b>	35	31	4	<b>70</b>
Wan Chai	3	8	2	<b>13</b>	5	9	2	<b>16</b>	5	9	2	<b>16</b>
Wong Tai Sin	15	18	3	<b>36</b>	19	20	5	<b>44</b>	19	22	5	<b>46</b>
Yau Tsim Mong	10	15	2	<b>27</b>	12	15	2	<b>29</b>	12	15	2	<b>29</b>
Yuen Long	26	39	4	<b>69</b>	28	41	4	<b>73</b>	29	41	4	<b>74</b>
<b><i>Total number of Aided IMC Schools</i></b>	<b>281</b>	<b>305</b>	<b>52</b>	<b>638</b>	<b>324</b>	<b>360</b>	<b>57</b>	<b>741</b>	<b>329</b>	<b>371</b>	<b>57</b>	<b>757</b>

Note: The above table only shows the number of aided IMC schools. There are also 19 DSS schools with an IMC as at 2 March 2015.

- END -

**CONTROLLING OFFICER'S REPLY****EDB075****(Question Serial No. 2965)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools, please advise on:

1. the respective number, percentage and wastage rate of teachers appointed as graduate teachers and certificated masters/mistresses in public sector schools for the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years; and in respect of the latter, the number, percentage and wastage rate of those with a recognised degree; and
2. whether the Administration will review the policy concerned and set aside an amount in its budget to enable all teachers with a recognised degree to be appointed as graduate teachers so that they will no longer be exploited in terms of their salary and benefit.

Asked by: Hon IP Kin-yuen (Member Question No. 29)Reply:

- (1) The number and percentage of teachers appointed as graduate teachers and non-graduate teachers and their respective wastage rate in public sector schools for the school years from 2010/11 to 2014/15 are as follows:

**Primary Schools (Government and Aided)**

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2010/11	6 810	37.8	3.5	11 200	62.2	7.7
2011/12	6 970	39.0	3.5	10 900	61.0	6.2
2012/13	7 150	39.9	2.9	10 770	60.1	6.2
2013/14	7 330	40.0	3.4	10 990	60.0	5.6
2014/15 (Estimate)	7 550	39.9	3.0	11 400	60.1	5.1

### Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2010/11	18 740	76.9	4.7	5 640	23.1	7.7
2011/12	19 790	77.1	3.3	5 880	22.9	5.8
2012/13	18 820	78.2	7.0	5 240	21.8	12.6
2013/14	18 510	78.8	4.2	4 990	21.2	7.9
2014/15 (Estimate)	18 300	78.6	4.3	4 970	21.4	6.8

Regarding the non-graduate teachers, the number of teachers who have degree qualifications (degree holders), their percentage share among all non-graduate teachers and their respective wastage rate in public sector schools for the school years from 2010/11 to 2014/15 are as follows:

### Primary Schools (Government and Aided)

School Year	Non-graduate Teachers		
	No. of degree holders*	%	Wastage rate (%)^
2010/11	9 810	87.5	6.3
2011/12	9 720	89.1	5.2
2012/13	9 760	90.7	5.4
2013/14	10 100	91.9	4.8
2014/15 (Estimate)	10 590	93.0	4.6

### Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers		
	No. of degree holders*	%	Wastage rate (%)^
2010/11	5 010	88.9	7.0
2011/12	5 300	90.2	5.7
2012/13	4 760	91.0	12.6
2013/14	4 560	91.4	7.9
2014/15 (Estimate)	4 580	92.2	6.5

\* Numbers are rounded to the nearest 10.

^ “Wastage Rate” refers to the number of drop-out teachers as a percentage of the total number of teachers as at mid-September of the preceding school year; and “drop-out teacher” refers to the teachers who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

- (2) The ratio of graduate teacher posts for public sector secondary schools has been increased to 85% since the 2009/10 school year and the Education Bureau has set the next target of enhancing the ratio of graduate teacher posts in public sector primary schools to 65% by phases in three years starting from the 2015/16 school year. We shall continue to keep in view all relevant factors, including the financial implications, prioritization of resources deployment and schools’ progress in filling graduate teacher posts etc., and review the ratios of graduate teacher posts when necessary. Graduate and non-graduate teacher posts belong to two different streams under the teaching grade structure of public sector schools. Schools

should assign duties according to the rank and specialties of individual teachers instead of the academic qualifications they possess.

- End -

**CONTROLLING OFFICER'S REPLY****EDB076****(Question Serial No. 2966)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (700) General non-recurrentProgramme: (-) Not SpecifiedControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please give a breakdown of the actual expenditure for 2013-14, the approved estimate for 2014-15, the revised estimate for 2014-15 and the estimate for 2015-16 under Subhead 700, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 30)Reply:

The breakdown of expenditure by item under Subhead 700 General non-recurrent is provided below:

Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2013-14 Actual	2014-15 Approved Estimate	2014-15 Revised Estimate	2015-16 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
<b>(A) <u>One-off injections to funds</u></b>						
809	Grant to the Language Fund	5,000.0	5,000.0	-	-	-
816	Qualifications Framework Fund	1,000.0	-	-	-	1,000.0
825	Injection into the HKSAR Government Scholarship Fund	20.0	20.0	-	-	-
828	Injection into the Self-financing Post-secondary Education Fund	20.0	20.0	-	-	-
	Sub-total		5,040.0	-	-	1,000.0
<b>(B) <u>Projects/schemes that are completed</u></b>						
027	Project Yi Jin	1,070.0	0.4	-	-	-
496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education	2,447.2	3.2	-	-	-
913	Implementation of the Third Strategy on Information Technology in Education	52.0	3.7	-	0.7	-



Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2013-14 Actual	2014-15 Approved Estimate	2014-15 Revised Estimate	2015-16 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
951	Grant for conducting the 2011 Hong Kong Certificate of Education Examination and the 2013 Hong Kong Advanced Level Examination for private candidates	90.7	30.0	-	-	-
973	One-off School Development Grant for Kindergartens under the Pre-primary Education Voucher Scheme	166.5	166.5	-	-	-
	Sub-total		203.8	-	0.7	-
<u>(C) Ongoing/new projects/schemes</u>						
813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	144.0	-	-	10.5	32.0
817	Mainland University Study Subsidy Scheme	105.3	-	-	3.5	12.1
819	Study Subsidy Scheme for Designated Professions/Sectors	960.0	-	-	2.9	65.5
820	Scholarship Scheme for Studying Outside Hong Kong	348.0	-	-	0.2	32.8
839	Yi Jin Diploma	1,000.0	89.3	100.0	90.0	100.0
840	E-Textbook Market Development Scheme	50.0	5.6	22.4	22.5	8.4
848	Implementation of the Fourth Strategy on Information Technology in Education	105.0	-	-	-	51.0
849	Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools	16.6	-	-	-	5.3
855	Pilot Mainland Experience Scheme for Post-secondary Students	100.0	9.1	25.0	15.1	27.8
857	After-school Learning Support Partnership Pilot Scheme	110.0	16.2	31.6	19.0	0.2
920	Quality Enhancement Grant Scheme	100.0	5.3	1.6	1.2	0.2
944	Promotion of e-Learning in the school sector	128.0	1.5	3.2	2.5	1.2
952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island	57.2	8.1	8.3	8.3	8.4
974	International Civic and Citizenship Education Study 2016	7.0	-	1.4	1.6	0.9
976	Supporting Schools to Adopt E-textbooks	50.0	44.5	2.5	1.9	3.3

Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2013-14 Actual	2014-15 Approved Estimate	2014-15 Revised Estimate	2015-16 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
986	Support to the 57th International Mathematical Olympiad 2016	3.0	-	-	1.0	1.0
987	Qualifications Framework Support Schemes	208.0	15.2	20.0	20.0	50.0
	Sub-total		194.8	216.0	200.2	400.1
	Total		<b>5,438.6</b>	<b>216.0</b>	<b>200.9</b>	<b>1,400.1</b>

The expenditure under Subhead 700 General non-recurrent may vary significantly year by year due to the following reasons –

- (a) Expenditure items under Subhead 700 General non-recurrent are controlled by both approved commitment of the item and the current year provision approved for the subhead. The approved commitment of an expenditure item represents the total cost of the project / scheme, which may straddle several years. The actual expenditure of individual project / scheme may vary from year to year depending on its own implementation schedule.
- (b) The sums involved in some projects / schemes are significant, particularly those one-off injections into various funds e.g. Qualifications Framework Fund. The completion of these projects / schemes would cause significant fluctuations in the expenditure under this subhead year by year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB077**

**(Question Serial No. 2967 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

At present, aided primary, secondary and special schools are allowed to retain fund balance up to twelve months' provision of their recurrent subvention under Operating Expenses Block Grant (OEBG) for non-Incorporated Management Committee schools or Expanded Operating Expenses Block Grant (EOEBG) for Incorporated Management Committee schools, while government primary and secondary schools are allowed to retain fund balance up to twelve months' provision of their recurrent funding under Expanded Subject and Curriculum Block Grant (ESCBG). Please provide the following information:

(a) Please list out the cumulative amount of reserve in OEBG/EOEBG/ESCBG and the number of months of the recurrent subvention of the school that the said amount represents for the five school years from the 2009/10 to 2013/14 in the tables below;

(A) Aided and government secondary schools

Amount of reserve	2009/10 school year		2010/11 school year		2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools
\$0 to below \$500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more		12 months or more	
\$500,000 to below \$1 million	.....		.....		.....		.....		.....	
\$1 million to below \$1.5 million										
\$1.5 million to below \$2 million										
\$2 million to below \$2.5 million										
\$2.5 million to below \$3 million										
\$3 million to below \$3.5 million										
\$3.5 million to below \$4 million										
\$4 million or above										

(B) Aided and government primary schools

Amount of reserve	2009/10 school year		2010/11 school year		2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools
\$0 to below \$500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more		12 months or more	
\$500,000 to below \$1 million	.....		.....		.....		.....		.....	
\$1 million to below \$1.5 million										
\$1.5 million to below \$2 million										
\$2 million to below \$2.5 million										
\$2.5 million to below \$3 million										
\$3 million to below \$3.5 million										
\$3.5 million to below \$4 million										
\$4 million or above										

(C) Aided special schools

Amount of reserve	2009/10 school year		2010/11 school year		2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools
\$0 to below \$500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or over		12 months or over		12 months or over		12 months or over		12 months or over	
\$500,000 to below \$1 million	.....		.....		.....		.....		.....	
\$1 million to below \$1.5 million										
\$1.5 million to below \$2 million										
\$2 million to below \$2.5 million										
\$2.5 million to below \$3 million										
\$3 million to below \$3.5 million										
\$3.5 million to below \$4 million										
\$4 million or above										

(b) Please list out the highest, lowest, average and median amount of grants (including recurrent grants/time-limited grants/one-off grants, etc.) provided by the Government to public primary and secondary schools as well as the highest, lowest, average and median amount of unspent grants from the 2010/11 to 2014/15 school years.

Asked by: Hon IP Kin-yuen (Member Question No. 31)

(a)

A breakdown of the cumulative balances of Operating Expenses Block Grant (OEBG) / Expanded Operating Expenses Block Grant (EOEBG) / Expanded Subject and Curriculum Block Grant (ESCBG) for aided and government schools, and these balances in terms of number of months of schools' provision of recurrent subvention / funding by ranges at the end of 2009/10, 2010/11, 2011/12 and 2012/13 school years is provided at the attached Annex 1. The information of aided schools is based on the annual audited accounts already submitted by the aided schools to EDB. Information for 2013/14 school year is not yet available.

(b)

The highest, lowest, average and median amount of grants provided by the Government to aided and government schools during the financial years from 2010-11 to 2014-15, together with the highest, lowest, average and median amount of unspent grants from 2010-11 to 2012-13 are provided at the attached Annex 2. Information on the unspent amount of grants for 2013-14 and 2014-15 are not available as the aided schools have yet to submit their annual audited accounts.

**Information on OEBG / EOEBG / ESCBG cumulative balances  
for the school years from 2009/10 to 2012/13**

(A) Aided and government secondary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2009/10 school year (Note 3)	2010/11 school year		2011/12 school year		2012/13 school year	
	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools
0 to below \$500,000	47	Less than 6 months	48	Less than 6 months	37	Less than 6 months	31
		6 to less than 9 months	0	6 to less than 9 months	1	6 to less than 9 months	1
		9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$500,000 to below \$1 million	41	Less than 6 months	29	Less than 6 months	19	Less than 6 months	19
		6 to less than 9 months	6	6 to less than 9 months	5	6 to less than 9 months	4
		9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	41	Less than 6 months	27	Less than 6 months	36	Less than 6 months	30
		6 to less than 9 months	0	6 to less than 9 months	4	6 to less than 9 months	5
		9 to less than 12 months	9	9 to less than 12 months	8	9 to less than 12 months	8
		12 months or more	1	12 months or more	1	12 months or more	4
\$1.5 million to below \$2 million	31	Less than 6 months	45	Less than 6 months	36	Less than 6 months	31
		6 to less than 9 months	1	6 to less than 9 months	0	6 to less than 9 months	0
		9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	1
		12 months or more	0	12 months or more	0	12 months or more	0



Amount of Reserve	2009/10 school year (Note 3)	2010/11 school year		2011/12 school year		2012/13 school year	
	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools
\$2 million to below \$2.5 million	42	Less than 6 months	29	Less than 6 months	26	Less than 6 months	41
		6 to less than 9 months	2	6 to less than 9 months	2	6 to less than 9 months	3
		9 to less than 12 months	2	9 to less than 12 months	2	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$2.5 million to below \$3 million	39	Less than 6 months	28	Less than 6 months	43	Less than 6 months	24
		6 to less than 9 months	22	6 to less than 9 months	8	6 to less than 9 months	6
		9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	1
		12 months or more	1	12 months or more	0	12 months or more	0
\$3 million to below \$3.5 million	41	Less than 6 months	1	Less than 6 months	7	Less than 6 months	10
		6 to less than 9 months	36	6 to less than 9 months	35	6 to less than 9 months	35
		9 to less than 12 months	2	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	1	12 months or more	0	12 months or more	0
\$3.5 million to below \$4 million	43	Less than 6 months	0	Less than 6 months	0	Less than 6 months	1
		6 to less than 9 months	30	6 to less than 9 months	29	6 to less than 9 months	32
		9 to less than 12 months	4	9 to less than 12 months	2	9 to less than 12 months	1
		12 months or more	0	12 months or more	0	12 months or more	2
\$4 million or above	76	Less than 6 months	0	Less than 6 months	1	Less than 6 months	1
		6 to less than 9 months	15	6 to less than 9 months	39	6 to less than 9 months	45
		9 to less than 12 months	53	9 to less than 12 months	53	9 to less than 12 months	52
		12 months or more	4	12 months or more	3	12 months or more	5
Total	401		398		397		393

## (B) Aided and government primary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2009/10 school year (Note 3)	2010/11 school year		2011/12 school year		2012/13 school year	
	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools
0 to below \$500,000	89	Less than 6 months	85	Less than 6 months	83	Less than 6 months	72
		6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
		9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$500,000 to below \$1 million	114	Less than 6 months	104	Less than 6 months	100	Less than 6 months	98
		6 to less than 9 months	13	6 to less than 9 months	7	6 to less than 9 months	6
		9 to less than 12 months	2	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	113	Less than 6 months	84	Less than 6 months	90	Less than 6 months	83
		6 to less than 9 months	28	6 to less than 9 months	26	6 to less than 9 months	22
		9 to less than 12 months	8	9 to less than 12 months	11	9 to less than 12 months	8
		12 months or more	3	12 months or more	1	12 months or more	0
\$1.5 million to below \$2 million	71	Less than 6 months	21	Less than 6 months	31	Less than 6 months	55
		6 to less than 9 months	40	6 to less than 9 months	41	6 to less than 9 months	33
		9 to less than 12 months	9	9 to less than 12 months	7	9 to less than 12 months	3
		12 months or more	1	12 months or more	0	12 months or more	1
\$2 million to below \$2.5 million	36	Less than 6 months	0	Less than 6 months	3	Less than 6 months	9
		6 to less than 9 months	23	6 to less than 9 months	28	6 to less than 9 months	27
		9 to less than 12 months	0	9 to less than 12 months	2	9 to less than 12 months	6
		12 months or more	0	12 months or more	0	12 months or more	0

Amount of Reserve	2009/10 school year (Note 3)	2010/11 school year		2011/12 school year		2012/13 school year	
	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools
\$2.5 million to below \$3 million	16	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
		6 to less than 9 months	10	6 to less than 9 months	7	6 to less than 9 months	9
		9 to less than 12 months	8	9 to less than 12 months	8	9 to less than 12 months	2
		12 months or more	1	12 months or more	0	12 months or more	0
\$3 million to below \$3.5 million	13	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
		6 to less than 9 months	1	6 to less than 9 months	1	6 to less than 9 months	4
		9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	5
		12 months or more	0	12 months or more	0	12 months or more	0
\$3.5 million to below \$4 million	5	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
		6 to less than 9 months	1	6 to less than 9 months	0	6 to less than 9 months	4
		9 to less than 12 months	5	9 to less than 12 months	3	9 to less than 12 months	0
		12 months or more	0	12 months or more	1	12 months or more	0
\$4 million or above	1	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
		6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
		9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
Total	458		450		451		447

## (C) Aided special schools (Note 1)

Amount of Reserve	2009/10 school year (Note 3)	2010/11 school year		2011/12 school year		2012/13 school year	
	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools
0 to below \$500,000	5	Less than 6 months	4	Less than 6 months	2	Less than 6 months	1
		6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
		9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$500,000 to below \$1 million	11	Less than 6 months	10	Less than 6 months	8	Less than 6 months	4
		6 to less than 9 months	1	6 to less than 9 months	1	6 to less than 9 months	1
		9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	13	Less than 6 months	5	Less than 6 months	6	Less than 6 months	8
		6 to less than 9 months	3	6 to less than 9 months	3	6 to less than 9 months	4
		9 to less than 12 months	3	9 to less than 12 months	1	9 to less than 12 months	1
		12 months or more	0	12 months or more	0	12 months or more	0
\$1.5 million to below \$2 million	11	Less than 6 months	5	Less than 6 months	4	Less than 6 months	3
		6 to less than 9 months	2	6 to less than 9 months	6	6 to less than 9 months	6
		9 to less than 12 months	5	9 to less than 12 months	5	9 to less than 12 months	5
		12 months or more	3	12 months or more	1	12 months or more	0
\$2 million to below \$2.5 million	9	Less than 6 months	0	Less than 6 months	2	Less than 6 months	2
		6 to less than 9 months	3	6 to less than 9 months	3	6 to less than 9 months	5
		9 to less than 12 months	1	9 to less than 12 months	5	9 to less than 12 months	3
		12 months or more	2	12 months or more	1	12 months or more	1

Amount of Reserve	2009/10 school year (Note 3)	2010/11 school year		2011/12 school year		2012/13 school year	
	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools
\$2.5 million to below \$3 million	3	Less than 6 months	0	Less than 6 months	0	Less than 6 months	4
		6 to less than 9 months	2	6 to less than 9 months	3	6 to less than 9 months	5
		9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	1
		12 months or more	0	12 months or more	0	12 months or more	1
\$3 million to below \$3.5 million	4	Less than 6 months	1	Less than 6 months	2	Less than 6 months	0
		6 to less than 9 months	1	6 to less than 9 months	2	6 to less than 9 months	1
		9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	0
		12 months or more	0	12 months or more	0	12 months or more	0
\$3.5 million to below \$4 million	2	Less than 6 months	1	Less than 6 months	0	Less than 6 months	0
		6 to less than 9 months	1	6 to less than 9 months	0	6 to less than 9 months	1
		9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	0
		12 months or more	1	12 months or more	0	12 months or more	0
\$4 million or above	2	Less than 6 months	0	Less than 6 months	0	Less than 6 months	1
		6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	1
		9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	0
		12 months or more	0	12 months or more	1	12 months or more	1
Total	60		60		60		60

#### Notes

1. Information for 2013/14 school year is not yet available as the aided schools have yet to submit their annual audited accounts.
2. Information for government schools is provided on a financial year basis.
3. Information on the subvention / funding to the respective school for the 2009/10 school year was not captured in our system which was developed only in 2011.

**Information on government grants to  
aided and government schools for the years from 2010-11 to 2014-15**

(A) Aided and government secondary schools (excluding special schools)

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Career and Life Planning Grant								
- Highest	-	-	-	-	517.6	-	-	-
- Lowest	-	-	-	-	301.9	-	-	-
- Average	-	-	-	-	501.0	-	-	-
- Median	-	-	-	-	517.6	-	-	-
Diversity Learning Grant - Applied Learning								
- Highest	412.5	680.6	604.5	767.1	575.6	202.1	123.1	76.6
- Lowest	3.6	3.5	3.6	4.6	5.1	0	0	0
- Average	87.2	148.3	151.4	156.3	153.1	1.9	1.8	1.2
- Median	65.7	108.5	127.2	123.2	131.0	0	0	0
Diversity Learning Grant - Other Languages								
- Highest	357.0	451.2	349.7	343.0	325.5	155.2	186.2	241.5
- Lowest	14.0	3.5	3.5	3.5	3.5	0	0	0
- Average	69.8	128.7	106.2	77.5	67.4	45.5	31.7	28.8
- Median	70.0	87.5	70.0	35.0	31.5	25.8	2.6	1.1

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Diversity Learning Grant - Other Programmes								
- Highest	55.4	140.0	126.0	147.0	147.0	122.9	157.1	210.0
- Lowest	12.3	12.3	11.7	14.0	2.9	0	0	0
- Average	39.4	83.2	86.1	86.6	83.8	38.0	50.5	57.1
- Median	40.8	91.0	98.0	98.0	91.0	35.0	45.5	55.5
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant								
- Highest	889.3	1,416.2	1,016.5	889.8	1,074.8	1,604.5	2,489.1	1,827.5
- Lowest	127.0	66.5	16.9	108.1	20.6	0	0	0
- Average	567.3	885.7	689.4	639.2	645.8	374.2	583.3	410.2
- Median	581.7	917.5	713.5	697.4	724.7	277.9	506.5	400.4
Enhanced Support Services for Students with Autism Spectrum Disorder / Pilot Project on Enhancement of Support Services for Students with Autism Spectrum Disorder								
- Highest	-	-	-	564.4	-	-	-	-
- Lowest	-	-	-	564.4	-	-	-	-
- Average	-	-	-	564.4	-	-	-	-
- Median	-	-	-	564.4	-	-	-	-
Extra Senior Secondary Curriculum Support Grant								
- Highest	250.0	250.0	250.0	250.0	250.0	250.0	500.0	750.0
- Lowest	187.5	145.8	187.5	62.5	62.5	0	0	0
- Average	228.3	212.8	241.5	240.5	236.7	136.0	199.8	328.2
- Median	250.0	187.5	250.0	250.0	250.0	119.5	250.0	395.8

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Grant for After-School Support for Non-Chinese Speaking Students								
- Highest	-	-	-	-	50.0	-	-	-
- Lowest	-	-	-	-	50.0	-	-	-
- Average	-	-	-	-	50.0	-	-	-
- Median	-	-	-	-	50.0	-	-	-
Grant for School-based Support for Non-Chinese Speaking Students / Special Grant for Designated Schools in support of Non-Chinese Speaking Students								
- Highest	600.0	600.0	600.0	600.0	1,150.0	350.2	403.4	141.4
- Lowest	500.0	400.0	500.0	175.0	450.0	0	0	0
- Average	575.0	560.0	580.0	387.2	594.1	84.2	106.1	28.3
- Median	600.0	600.0	600.0	300.0	450.0	21.2	37.9	0
Grants for Teaching and Non-teaching Staff								
- Highest	4,366.1	5,509.4	4,697.9	5,025.3	5,362.6	5,006.7	6,523.0	7,524.7
- Lowest	0.4	2.2	3.3	1.1	2.9	0	0	0
- Average	733.3	1,064.2	989.3	1,088.0	1,149.2	445.5	691.7	907.4
- Median	307.6	412.2	256.2	497.9	537.4	217.7	304.3	384.7
Grant for the Pilot Project on Strengthening Schools' Administration Management								
- Highest	-	-	300.0	450.0	370.0	-	-	300.0
- Lowest	-	-	300.0	150.0	150.0	-	-	0
- Average	-	-	300.0	314.1	164.7	-	-	87.6
- Median	-	-	300.0	300.0	150.0	-	-	26.9



Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Grant to Schools for Subscription of WiFi Services and Acquiring Mobile Computing Devices								-
- Highest	-	-	-	606.4	-	-	-	-
- Lowest	-	-	-	242.5	-	-	-	-
- Average	-	-	-	376.4	-	-	-	-
- Median	-	-	-	424.4	-	-	-	
Innovative IT in Education Project								
- Highest	-	349.5	349.5	-	-	-	249.8	0
- Lowest	-	349.5	349.5	-	-	-	249.8	0
- Average	-	349.5	349.5	-	-	-	249.8	0
- Median	-	349.5	349.5	-	-	-	249.8	0
Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs								
- Highest	71.2	75.4	213.3	245.9	284.4	0	0	0
- Lowest	68.1	75.4	41.8	46.6	34.6	0	0	0
- Average	70.7	75.4	96.8	113.9	144.9	0	0	0
- Median	71.2	75.4	79.8	82.7	130.3	0	0	0
Learning Support Grant								
- Highest	1,000.0	1,000.0	1,000.0	1,500.0	1,315.6	701.5	783.7	691.8
- Lowest	10.0	5.8	7.0	7.0	8.0	0	0	0
- Average	329.8	367.5	367.8	421.3	388.3	115.5	131.9	87.9
- Median	280.0	300.0	290.0	330.0	309.4	76.0	86.7	57.7
Liberal Studies Curriculum Support Grant								
- Highest	320.0	-	160.0	-	-	320.0	318.1	208.4
- Lowest	320.0	-	71.8	-	-	0	0	0
- Average	320.0	-	119.0	-	-	200.0	38.7	7.9
- Median	320.0	-	160.0	-	-	198.3	11.0	0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Moral and National Education Support Grant								
- Highest	-	-	530.0	-	-	-	-	530.0
- Lowest	-	-	530.0	-	-	-	-	33.4
- Average	-	-	530.0	-	-	-	-	517.1
- Median	-	-	530.0	-	-	-	-	530.0
New Senior Secondary Curriculum Migration Grant								
- Highest	300.0	-	-	-	-	318.0	218.9	-
- Lowest	300.0	-	-	-	-	0	0	-
- Average	300.0	-	-	-	-	38.3	3.1	-
- Median	300.0	-	-	-	-	0.2	0	-
OEBG / EOEBG / ESCBG								
- Highest	9,510.1	10,136.7	10,357.9	11,339.4	11,057.6	6,178.3	7,894.8	7,707.3
- Lowest	963.1	660.4	786.0	757.4	313.0	0	0	0
- Average	5,593.2	5,970.2	6,148.4	6,266.4	6,366.6	2,477.1	2,708.3	2,825.2
- Median	5,982.2	6,389.6	6,600.0	6,734.1	6,855.5	2,474.4	2,671.0	2,804.8
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)								
- Highest	350.0	350.0	350.0	-	-	350.0	350.0	350.0
- Lowest	175.0	175.0	350.0	-	-	0	0	0
- Average	316.3	334.8	350.0	-	-	89.8	80.9	2.2
- Median	350.0	350.0	350.0	-	-	0	0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	84.2	71.6	58.9	-	-	92.6	84.2	52.6
- Lowest	17.7	17.7	17.7	-	-	0	0	0
- Average	55.9	35.2	32.4	-	-	46.8	32.6	1.4
- Median	58.9	33.7	24.3	-	-	49.0	33.7	0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Per Capita Grant								
- Highest	1,503.9	376.2	291.9	319.9	144.9	1,106.3	278.2	22.4
- Lowest	636.4	162.3	121.0	319.9	144.9	0	0	22.4
- Average	1,070.2	272.2	206.5	319.9	144.9	438.8	139.1	22.4
- Median	1,070.2	278.0	206.5	319.9	144.9	0.2	139.1	22.4
Pilot Programmes of Applied Learning								
- Highest	6.7	-	-	-	-	0	-	-
- Lowest	3.4	-	-	-	-	0	-	-
- Average	4.2	-	-	-	-	0	-	-
- Median	3.4	-	-	-	-	0	-	-
Pilot Schemes in e-Learning								
- Highest	1,920.0	1,456.0	-	-	-	1,999.2	1,544.4	811.9
- Lowest	179.3	239.0	-	-	-	0	0	0.2
- Average	748.1	775.2	-	-	-	308.7	492.9	350.0
- Median	574.1	831.6	-	-	-	6.5	415.7	360.7
Resource Schools on Whole-School Approach								
- Highest	155.0	151.0	151.0	166.0	166.0	113.8	151.0	57.8
- Lowest	155.0	151.0	151.0	166.0	166.0	0	0	0
- Average	155.0	151.0	151.0	166.0	166.0	28.4	49.2	11.6
- Median	155.0	151.0	151.0	166.0	166.0	0	13.3	0
Salaries Grants								
- Highest	52,494.7	57,873.6	60,858.8	62,428.6	60,842.9	-	-	-
- Lowest	4,387.2	3,012.9	3,372.8	6,890.3	7,240.7	-	-	-
- Average	33,888.4	36,636.1	38,442.7	39,441.0	37,845.2	-	-	-
- Median	34,922.9	37,787.7	39,675.8	40,676.1	38,949.9	-	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
School-based After-school Learning and Support Programmes								
- Highest	209.2	309.6	276.4	256.0	349.8	194.8	265.4	314.2
- Lowest	10.0	15.6	11.6	10.4	7.2	0	0	0
- Average	98.7	137.6	127.3	116.8	141.1	51.2	81.7	83.7
- Median	98.8	141.4	130.0	119.8	131.0	46.6	73.4	82.8
Student Grant for Applied Learning Chinese								
- Highest	-	-	-	-	348.0	-	-	-
- Lowest	-	-	-	-	128.0	-	-	-
- Average	-	-	-	-	236.0	-	-	-
- Median	-	-	-	-	234.0	-	-	-
Teacher Professional Preparation Grant								
- Highest	-	-	-	-	-	1,171.6	108.9	-
- Lowest	-	-	-	-	-	0	0	-
- Average	-	-	-	-	-	57.2	1.0	-
- Median	-	-	-	-	-	0	0	-

(B) Aided and government primary schools (excluding special schools)

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
After-school Learning Support Partnership Pilot Scheme								
- Highest	-	343.0	471.5	450.9	449.8	-	260.9	373.4
- Lowest	-	34.2	39.3	13.0	20.9	-	0	0
- Average	-	165.6	237.1	183.8	169.0	-	92.2	120.7
- Median	-	157.6	267.7	157.5	144.0	-	66.2	102.9
Class Grant of Intensive Remedial Teaching Programme								
- Highest	5.9	6.2	-	-	-	0	0	-
- Lowest	5.9	6.2	-	-	-	0	0	-
- Average	5.9	6.2	-	-	-	0	0	-
- Median	5.9	6.2	-	-	-	0	0	-
Curriculum Leadership Grant								
- Highest	125.7	133.4	141.2	146.7	-	52.4	0	7.6
- Lowest	125.7	133.4	141.2	146.7	-	0	0	0
- Average	125.7	133.4	141.2	146.7	-	17.2	0	1.9
- Median	125.7	133.4	141.2	146.7	-	3.5	0	0
Enhanced Support Services for Students with Autism Spectrum Disorder / Pilot Project on Enhancement of Support Services for Students with Autism Spectrum Disorder								
- Highest	-	83.0	156.9	735.5	77.0	-	0	0
- Lowest	-	10.3	152.4	170.9	72.4	-	0	0
- Average	-	79.1	156.4	622.7	72.9	-	0	0
- Median	-	83.0	156.9	564.4	72.4	-	0	0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Free Lunch at Schools								
- Highest	-	-	-	-	1,353.2	-	-	-
- Lowest	-	-	-	-	18.6	-	-	-
- Average	-	-	-	-	430.1	-	-	-
- Median	-	-	-	-	397.0	-	-	-
Grant for After-School Support for Non-Chinese Speaking Students								
- Highest	-	-	-	-	50.0	-	-	-
- Lowest	-	-	-	-	50.0	-	-	-
- Average	-	-	-	-	50.0	-	-	-
- Median	-	-	-	-	50.0	-	-	-
Grant for School-based Support for Non-Chinese Speaking Students / Special Grant for Designated Schools in support of Non-Chinese Speaking Students								
- Highest	600.0	600.0	600.0	600.0	1,150.0	423.5	579.1	384.5
- Lowest	400.0	400.0	400.0	175.0	450.0	0	0	0
- Average	552.6	560.0	565.0	393.4	599.2	95.3	128.4	86.4
- Median	600.0	600.0	600.0	300.0	500.0	25.7	104.8	18.8
Grants for Teaching and Non-teaching staff								
- Highest	1,805.1	2,311.9	2,651.8	2,783.7	2,931.8	905.4	1,066.6	1,550.4
- Lowest	1.7	1.7	1.8	2.9	5.1	0	0	0
- Average	135.3	163.5	198.6	254.4	355.7	86.6	94.1	110.3
- Median	81.8	84.6	95.6	108.0	120.3	55.7	60.3	65.0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Grant for the Pilot Project on Strengthening Schools' Administration Management								
- Highest	-	-	300.0	450.0	405.0	-	-	293.3
- Lowest	-	-	300.0	150.0	150.0	-	-	0
- Average	-	-	300.0	306.8	180.3	-	-	64.9
- Median	-	-	300.0	300.0	150.0	-	-	23.1
Grant to Schools for Subscription of WiFi Services and Acquiring Mobile Computing Devices								
- Highest	-	-	-	424.4	-	-	-	-
- Lowest	-	-	-	242.5	-	-	-	-
- Average	-	-	-	345.7	-	-	-	-
- Median	-	-	-	333.5	-	-	-	-
Innovative IT in Education Project								
- Highest	291.2	340.1	340.1	-	-	291.2	378.9	0
- Lowest	287.6	287.6	340.1	-	-	215.0	147.1	0
- Average	289.4	306.3	340.1	-	-	253.1	263.0	0
- Median	289.4	291.2	340.1	-	-	253.1	263.0	0
Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs								
- Highest	258.7	274.3	290.3	301.8	366.3	0	0	0
- Lowest	42.7	53.9	34.3	48.4	62.9	0	0	0
- Average	105.2	133.6	124.6	137.1	139.8	0	0	0
- Median	128.8	137.2	145.2	150.9	158.0	0	0	0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Learning Support Grant								
- Highest	1,269.2	1,122.5	1,047.0	1,370.0	1,590.0	1,204.5	603.8	557.1
- Lowest	60.0	70.0	30.0	7.0	9.1	0	0	0
- Average	497.5	525.7	526.9	564.8	518.9	108.1	98.5	96.1
- Median	447.5	480.0	480.0	520.0	469.1	70.1	83.7	79.8
Moral and National Education Support Grant								
- Highest	-	-	530.0	-	-	-	-	530.0
- Lowest	-	-	530.0	-	-	-	-	0
- Average	-	-	530.0	-	-	-	-	482.2
- Median	-	-	530.0	-	-	-	-	530.0
OEBG / EOEBG / ESCBG								
- Highest	6,997.3	5,077.4	5,451.0	5,944.9	6,384.1	4,202.9	3,927.9	3,779.5
- Lowest	104.9	155.4	289.6	384.2	132.0	0	0	0
- Average	2,861.1	3,028.2	3,270.2	3,514.9	3,861.3	1,173.5	1,184.7	1,274.9
- Median	3,010.1	3,175.3	3,390.4	3,675.3	4,009.2	1,080.1	1,166.0	1,246.6
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMC)								
- Highest	350.0	350.0	350.0	-	-	350.0	350.0	350.0
- Lowest	175.0	175.0	175.0	-	-	0	0	0
- Average	291.7	342.0	348.9	-	-	60.7	91.1	2.1
- Median	350.0	350.0	350.0	-	-	0	0.0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	130.5	58.9	58.9	-	-	130.5	84.2	58.9
- Lowest	11.1	11.1	10.0	-	-	0	0	0
- Average	45.4	32.1	25.0	-	-	37.0	25.5	1.5
- Median	46.3	26.3	23.4	-	-	33.7	25.0	0



Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Per Capita Grant								
- Highest	-	-	-	623.8	669.5	-	-	-
- Lowest	-	-	-	138.6	74.4	-	-	-
- Average	-	-	-	389.0	345.7	-	-	-
- Median	-	-	-	415.9	446.4	-	-	-
Pilot Schemes in e-Learning								
- Highest	3,768.9	2,710.3	-	-	-	4,691.0	3,192.7	1,916.1
- Lowest	4.0	30.0	-	-	-	0	4.0	4.0
- Average	788.7	722.3	-	-	-	715.0	645.8	336.4
- Median	690.0	562.4	-	-	-	181.3	564.9	251.7
Resource Schools on Whole-School Approach								
- Highest	155.0	151.0	151.0	166.0	166.0	0	37.6	42.1
- Lowest	155.0	151.0	151.0	166.0	166.0	0	0	0
- Average	155.0	151.0	151.0	166.0	166.0	0	9.6	5.3
- Median	155.0	151.0	151.0	166.0	166.0	0	5.7	0
Salaries Grants								
- Highest	49,813.3	40,641.1	36,274.2	38,205.4	37,325.9	-	-	-
- Lowest	751.4	1,291.1	1,372.4	2,166.2	6,603.7	-	-	-
- Average	17,751.7	18,996.0	20,285.5	21,448.8	21,111.4	-	-	-
- Median	19,236.7	20,910.1	22,456.8	23,567.3	22,852.6	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	197.6	242.4	233.2	223.2	400.8	145.0	185.7	243.4
- Lowest	3.6	5.2	4.0	4.0	6.0	0	0	0
- Average	63.4	86.8	88.4	90.5	128.2	24.5	39.6	44.4
- Median	57.0	78.8	79.6	85.4	114.5	14.5	28.5	32.7

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Small Class Teaching in Schools with High Concentration of Disadvantaged Students								
- Highest	905.9	267.3	-	-	-	208.9	0	-
- Lowest	320.8	267.3	-	-	-	0	0	-
- Average	378.1	267.3	-	-	-	31.2	0	-
- Median	320.8	267.3	-	-	-	0.3	0	-
Whole-day School Grant								
- Highest	15.0	9.8	4.6	4.8	1.1	0	0	0
- Lowest	5.5	6.5	2.5	4.8	1.1	0	0	0
- Average	10.2	8.1	3.6	4.8	1.1.	0	0	0
- Median	10.0	8.1	3.8	4.8	1.1	0	0	0

(C) Aided special schools

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity								
- Highest	-	-	-	-	890.0	-	-	-
- Lowest	-	-	-	-	160.0	-	-	-
- Average	-	-	-	-	261.5	-	-	-
- Median	-	-	-	-	160.0	-	-	-
Career and Life Planning Grant								
- Highest	-	-	-	-	517.6	-	-	-
- Lowest	-	-	-	-	517.6	-	-	-
- Average	-	-	-	-	517.6	-	-	-
- Median	-	-	-	-	517.6	-	-	-
Cash Grant for Supporting Ventilator Assisted Children								
- Highest	372.0	329.2	348.4	362.1	265.5	93.0	19.1	0
- Lowest	372.0	329.2	348.4	362.1	265.5	93.0	19.1	0
- Average	372.0	329.2	348.4	362.1	265.5	93.0	19.1	0
- Median	372.0	329.2	348.4	362.1	265.5	93.0	19.1	0
Curriculum Leadership Grant								
- Highest	125.7	133.4	141.2	146.7	153.6	175.3	259.1	141.2
- Lowest	125.7	133.4	141.2	146.7	153.6	0	0	0
- Average	125.7	133.4	141.2	146.7	153.6	44.9	57.5	49.6
- Median	125.7	133.4	141.2	146.7	153.6	16.8	20.3	27.0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Diversity Learning Grant - Applied Learning								
- Highest	74.3	127.9	155.7	254.3	215.9	0	5.3	19.1
- Lowest	3.2	3.7	3.3	6.0	6.8	0	0	0
- Average	29.7	43.3	56.8	75.0	81.6	0	0.6	1.0
- Median	24.8	28.8	44.0	63.2	75.2	0	0	0
Diversity Learning Grant - Other Programmes								
- Highest	35.0	56.0	49.0	70.0	56.0	23.1	45.7	54.8
- Lowest	7.0	7.0	7.0	7.0	7.0	0	0	0
- Average	17.8	24.5	25.3	26.6	25.1	7.6	15.2	16.8
- Median	14.0	21.0	21.0	21.0	21.0	6.1	13.2	12.5
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant								
- Highest	423.5	539.5	397.8	444.9	569.4	1,016.0	1,394.2	703.9
- Lowest	317.6	443.1	95.1	74.2	102.4	0	0	0
- Average	417.5	447.0	235.1	195.3	211.1	300.6	351.5	147.5
- Median	422.9	443.1	219.4	185.4	204.7	234.8	259.2	105.4
Free Lunch at Schools								
- Highest	-	-	-	-	146.5	-	-	-
- Lowest	-	-	-	-	1.9	-	-	-
- Average	-	-	-	-	45.4	-	-	-
- Median	-	-	-	-	32.9	-	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Grant for After-School Support for Non-Chinese Speaking Students								
- Highest	-	-	-	-	50.0	-	-	-
- Lowest	-	-	-	-	50.0	-	-	-
- Average	-	-	-	-	50.0	-	-	-
- Median	-	-	-	-	50.0	-	-	-
Grant for School-based Support for Non-Chinese Speaking Students / Special Grant for Designated Schools in support of Non-Chinese Speaking Students								
- Highest	-	-	-	-	450.0	-	-	-
- Lowest	-	-	-	-	350.0	-	-	-
- Average	-	-	-	-	363.0	-	-	-
- Median	-	-	-	-	350.0	-	-	-
Grants for Teaching and Non-teaching Staff								
- Highest	2,421.5	3,069.4	3,394.9	4,003.9	3,927.4	1,456.4	2,395.5	3,234.4
- Lowest	7.6	46.0	11.8	45.2	55.8	2.2	0	0
- Average	684.3	839.5	1,039.3	1,198.4	1,226.6	312.1	447.7	570.4
- Median	543.0	539.1	755.3	717.9	824.6	231.2	304.5	284.1
Grant for the Pilot Project on Strengthening Schools' Administration Management								
- Highest	-	-	300.0	300.0	150.0	-	-	300.0
- Lowest	-	-	300.0	150.0	150.0	-	-	2.0
- Average	-	-	300.0	225.0	150.0	-	-	151.0
- Median	-	-	300.0	225.0	150.0	-	-	151.0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Grant to Schools for Subscription of WiFi Services and Acquiring Mobile Computing Devices								
- Highest	-	-	-	242.5	-	-	-	-
- Lowest	-	-	-	242.5	-	-	-	-
- Average	-	-	-	242.5	-	-	-	-
- Median	-	-	-	242.5	-	-	-	-
Initial Grant for Remedial Teaching Programme for Autistic Children								
- Highest	5.5	5.5	5.5	5.5	5.5	5.5	5.9	5.5
- Lowest	5.5	5.5	5.5	5.5	5.5	0	0	0
- Average	5.5	5.5	5.5	5.5	5.5	3.0	1.3	1.6
- Median	5.5	5.5	5.5	5.5	5.5	3.7	0	0
Liberal Studies Curriculum Support Grant								
- Highest	320.0	-	160.0	-	-	320.0	319.5	102.9
- Lowest	320.0	-	71.8	-	-	131.5	0	0
- Average	320.0	-	105.6	-	-	256.3	61.3	6.2
- Median	320.0	-	71.8	-	-	271.1	28.0	0
Moral and National Education Support Grant								
- Highest	-	-	530.0	-	-	-	-	530.0
- Lowest	-	-	530.0	-	-	-	-	59.1
- Average	-	-	530.0	-	-	-	-	498.0
- Median	-	-	530.0	-	-	-	-	530.0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
New Senior Secondary Curriculum Migration Grant								
- Highest	-	-	-	-	-	90.0	57.3	-
- Lowest	-	-	-	-	-	0	0	-
- Average	-	-	-	-	-	19.9	2.1	-
- Median	-	-	-	-	-	6.6	0	-
OEBG / EOEBG / ESCBG								
- Highest	9,972.1	10,050.0	10,257.0	10,600.8	11,278.0	4,090.1	4,349.9	4,467.1
- Lowest	1,342.1	1,414.8	1,472.1	1,544.6	1,728.7	160.0	173.4	200.0
- Average	3,275.8	3,495.9	3,690.5	3,896.9	4,191.3	1,762.8	1,876.8	1,975.1
- Median	2,944.8	3,209.4	3,340.1	3,534.5	3,850.2	1,601.3	1,851.2	1,883.8
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)								
- Highest	350.0	350.0	350.0	-	-	350.0	339.1	297.9
- Lowest	350.0	175.0	350.0	-	-	0	0	0
- Average	350.0	306.3	350.0	-	-	79.0	50.3	7.2
- Median	350.0	350.0	350.0	-	-	33.6	0.0	0
One-off grant for Procurement of e-Learning Resources								
- Highest	71.6	-	-	-	-	69.0	52.4	45.5
- Lowest	33.7	-	-	-	-	0	0	0
- Average	36.0	-	-	-	-	31.8	21.5	2.6
- Median	33.7	-	-	-	-	33.7	25.7	0
Pilot Programmes of Applied Learning								
- Highest	-	-	-	-	-	0	-	-
- Lowest	-	-	-	-	-	0	-	-
- Average	-	-	-	-	-	0	-	-
- Median	-	-	-	-	-	0	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Pilot Schemes in e-Learning								
- Highest	2,825.2	1,321.9	-	-	-	3,278.8	2,208.5	1,183.1
- Lowest	1,838.0	453.6	-	-	-	3,015.1	1,864.8	1,131.2
- Average	2,331.6	887.8	-	-	-	3,147.0	2,036.6	1,157.1
- Median	2,331.6	887.8	-	-	-	3,147.0	2,036.6	1,157.1
Salaries Grants								
- Highest	55,219.7	62,093.9	67,876.9	71,216.1	69,384.8	-	-	-
- Lowest	5,484.0	5,607.7	5,774.6	6,044.2	5,839.7	-	-	-
- Average	18,838.1	20,761.7	22,574.0	23,722.2	23,303.9	-	-	-
- Median	16,755.5	19,047.8	21,314.9	22,220.7	22,240.8	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	65.2	70.0	66.8	62.4	114.0	30.0	55.6	46.3
- Lowest	3.2	3.6	3.6	5.2	5.6	0	0	0
- Average	20.8	25.1	24.3	24.5	31.5	7.3	12.6	13.8
- Median	17.4	20.4	20.4	20.4	24.0	6.1	10.4	10.8
Special School Cum Resource Centres								
- Highest	377.0	369.0	428.0	470.0	470.0	87.5	100.8	112.3
- Lowest	155.0	151.0	151.0	166.0	166.0	0	0	0
- Average	232.4	237.3	218.8	235.7	226.0	9.4	26.0	22.1
- Median	213.0	239.0	181.0	188.0	188.0	0	2.5	0.0
Staff Encashment Grant for Resource Support Programme for Visually Impaired Students								
- Highest	4,485.3	5,672.0	5,722.1	5,070.6	2,545.9	5,000.8	6,247.8	6,348.6
- Lowest	4,485.3	5,672.0	5,722.1	5,070.6	2,545.9	5,000.8	6,247.8	6,348.6
- Average	4,485.3	5,672.0	5,722.1	5,070.6	2,545.9	5,000.8	6,247.8	6,348.6
- Median	4,485.3	5,672.0	5,722.1	5,070.6	2,545.9	5,000.8	6,247.8	6,348.6



Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000		
	2010-11	2011-12	2012-13	2013-14	2014-15 (Note 4)	2010-11	2011-12	2012-13
Staff Encashment Grant – Enhanced Support Services (Primary)								
- Highest	-	-	343.2	356.6	186.7	-	-	13.1
- Lowest	-	-	343.2	356.6	186.7	-	-	13.1
- Average	-	-	343.2	356.6	186.7	-	-	13.1
- Median	-	-	343.2	356.6	186.7	-	-	13.1
Teacher Professional Preparation Grant								
- Highest	-	-	-	-	-	400.0	400.0	-
- Lowest	-	-	-	-	-	0	0	-
- Average	-	-	-	-	-	53.6	16.8	-
- Median	-	-	-	-	-	1.1	0	-

#### Notes

1. Information on the unspent amount of government grants for aided schools for the years 2013-14 and 2014-15 are not available as the schools have yet to submit their annual audited accounts.
2. Amount unspent is calculated after taking into account the amount brought forward from the previous school/financial year and after deduction of the excessive surplus amount to be refunded to the Government.
3. Information on government grants disbursed to aided and government schools and the respective unspent amount of government schools are provided on a financial year basis, while the respective unspent amount of aided schools is provided on a school year basis.
4. Information on government grants disbursed to aided and government schools for the financial year 2014-15 is the position up to 28.2.2015.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB078**

**(Question Serial No. 2968)**

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

Regarding duty visits outside Hong Kong made by the Secretary for Education and the Permanent Secretary for Education in their official capacities, please provide the dates, reasons for visits, number of entourage, the related expenditure incurred and the details in the 3 financial years from 2012-13 to 2014-15, as well as the estimate in this regard for the 2015-16 financial year.

Asked by: Hon IP Kin-yuen (Member Question No. 32)

Reply:

Details of the duty visits outside Hong Kong made by the Secretary for Education and Permanent Secretary for Education in their official capacities in the past three financial years from 2012-13 to 2014-15 are at Annexes A and B respectively.

In 2015-16, duty visits will be conducted based on operational needs and prior approval is needed before related expenses are incurred. In making an application for duty visit, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

**Details of Duty Visits outside Hong Kong made by  
Secretary for Education  
during the period from 2012-13 to 2014-15 up to 15 March 2015  
(as at 12 March 2015)**

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
16 to 17 July 2012	Beijing	To pay a courtesy call to the Ministry of Education.	2	-	23,000	7,826	30,826
11 October 2012	Shenzhen	To attend an approving ceremony held by the Chinese University of Hong Kong (Shenzhen) and take a tour of the University of Hong Kong-Shenzhen Hospital.	1	N.A.	N.A.	3,400	3,400
27 to 30 January 2013	United Kingdom	To attend the annual Education World Forum upon invitation and deliver a speech sharing Hong Kong's experience in education and promote Hong Kong's role as a regional education hub. Attendees included dozens of education ministers from around the world.	2	7,600	166,350	14,210	188,160
10 to 17 March 2013	Canada and USA	To promote the recognition of the New Academic Structure and the Hong Kong Diploma of Secondary	2	38,400	279,900	24,404	342,704

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
		Education, boost Hong Kong's role as a regional education hub, and study the policies and measures of kindergarten education in the USA and Canada.					
29 May to 1 June 2013	Korea	(a) To study kindergarten education with representatives from the Committee on Free Kindergarten Education; and (b) To study the use of information technology in education with representatives from the Hong Kong Education City.	2	6,886	10,785	26,377	44,048
25 to 26 June 2013	Singapore	To officiate at the International Student Seminar upon invitation and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over 300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials	1	-	24,710	7,469	32,179

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		and organisations.					
8 July 2013	Shenzhen	To pay a courtesy call on and exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children.	2	N.A.	N.A.	3,124	3,124
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the same opportunity to study the use of information technology in education in Singapore.	2	-	123,261	67,639	190,900
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to participate in activities and exchange views with local officials and organisations in Shanghai and Beijing; and to study the secondary schools history curriculum and vocational education in of both cities.	2	-	25,380	52,389	77,769

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and pay courtesy calls on officials of the Department of Education of Guangdong Province and the Bureau of Education of Guangzhou Municipality to exchange views on higher education policy.	2	-	N.A.	12,404	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters, promote Hong Kong's role as a regional education hub, and encourage cooperation and exchange on education matters between Hong Kong and member nations of ASEAN.	2	-	24,670	16,882	41,552
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual	2	18,035	159,478	22,951	200,464

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		Education World Forum upon invitation. To introduce the achievements, latest developments and priorities of Hong Kong in education and to exchange views with other ministers on education policy and future developments in education (especially the application of information technology). Attendees included dozens of education ministers from around the world.					
28 February to 2 March 2014	Shanghai	To attend the International Convention on Science of Learning upon invitation. To listen to and exchange with prominent learning scientists from around the world sharing their expertise in different aspects of education, including social influences on learning; language, bilingualism and multicultural learning; and technologies for	1	-	11,028	10,621	21,649

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
		learning purposes.					
27 to 30 March 2014	New Zealand	To attend the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and teacher representatives from around the world.	1	-	53,250	11,075	64,325
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries and learn more about the latest developments and good practices in the EU system, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in	2	23,816	195,583	19,041	238,440



<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred by SED and official entourage from SED's Office</b> <b>(A)+(B)+(C)</b>
		education.					
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai. To let participants see for themselves the cultural heritage, latest developments, and challenges and opportunities on the Mainland through a series of visits and exchange activities.	2	-	17,129	25,950	43,079
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation documents by higher education and vocational education institutions as well	2	-	13,920	11,419	25,339

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
		as sister school agreements by primary and secondary schools of the two places.					
21 August 2014	Shenzhen	To meet with the Director of the Shenzhen Municipal Education Bureau. To exchange views on education issues of mutual concern (including the issue of cross-boundary students) in order to deepen cooperation between Hong Kong and Shenzhen.	2	N.A.	N.A.	1,946	1,946
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools.	1	-	11,700	4,074	15,774
3 to 8 November	Germany and	To lead an education	2	-	123,147	52,309	175,456

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
2014	Switzerland	delegation to visit Germany and Switzerland to study their vocational education systems and good practices in promoting young persons' career development.					
5 to 7 December 2014	Nanjing	To lead a delegation of Hong Kong secondary school students studying Chinese History (with over 200 students and teachers) to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing. It is hoped that the on-site visit and expert analysis will enable student participants to look into the historical developments of the country from multiple perspectives.	2	-	14,314	11,246	25,560
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote and strengthen Hong Kong's education relationship with Malaysia and Hong Kong's role	1	-	13,720	5,919	19,639

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of official entourage from SED's Office</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office (A)+(B)+(C)</b>
		as a regional education hub to Malaysian students.					
30 January 2015	Guangzhou and Shenzhen	To accompany the Chief Executive in meetings with Guangdong Party Secretary and Shenzhen Party Secretary.	-	N.A.	N.A.	125	125

Notes :

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).
- (2) Proper class of air passages was provided to participating officers concerned in accordance with the relevant Civil Service Regulations and guidelines which take into account ranking of their offices, flying time, flight schedule and details.
- (3) Includes subsistence allowance provided to participating officials and other incidental expenses related to the duty visits outside Hong Kong.

**Details of Duty Visits outside Hong Kong made by  
Permanent Secretary for Education  
during the period from 2012-13 to 2014-15 up to 15 March 2015  
(as at 12 March 2015)**

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of EDB officers participating in the visit</b>	<b>(A) Expenses on hotel accommodation Note 1</b>	<b>(B) Expenses on air ticket Note 2</b>	<b>(C) Other expenses Note 3</b>	<b>Total expenditure incurred in the bureau (A)+(B)+(C)</b>
21 to 24 May 2012	Beijing and Nanjing	To lead a delegation from the education sector to understand the national situation and discuss with Ministry of Education officials about the elements of professional development programmes for teachers.	11	-	-	111,964	111,964
31 May to 2 June 2012	Shanghai	To attend the Sino-Finland Programme for International Student Assessment Seminar to exchange ideas and keep abreast of educational systems across the world.	1	-	4,680	13,964	18,644
13 to 14 June 2012	Beijing	To attend meeting with Vice Minister of Ministry of Education and heads of tertiary institutions.	-	-	6,179	3,392	9,571
24 to 26 September 2012	Taiwan	To attend the Third Joint Meeting of the Hong Kong-Taiwan Economic and Cultural Cooperation and Promotion Council - Taiwan-Hong Kong Economic and Cultural Co-operation Council Meeting.	-	3,763	8,885	1,777	14,425

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of EDB officers participating in the visit</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred in the bureau</b> <b>(A)+(B)+(C)</b>
28 September to 1 October 2012	Beijing	To attend The National Day Delegation from Education Sector of Hong Kong 2012 activities and conduct professional exchanges.	3	-	20,000	14,330	34,330
17 to 20 December 2012	Sichuan	To visit Chengdu Education Bureau and schools and meet with subject experts for exchange of views.	2	-	11,700	23,470	35,170
18 to 19 June 2013	Guangzhou	To attend the annual Hong Kong / Guangdong Expert Group on Co-operation in Education and visit a teacher training institute and a secondary school.	4	-	2,176	13,381	15,557
17 to 20 November 2013	Weifang	To observe the classroom teaching and learning practices of the place.	4	-	21,450	31,803	53,253
13 to 14 June 2014	Kaiping, Xinhui and Jiangmen	To lead school heads and teachers of a school-sponsoring body for exploring the implementation of moral education and development of group-based moral education curriculum.	2	1,500	N.A.	3,110	4,610
3 to 5 November 2014	Korea	To attend the Achieve HOPE - Happiness of People through Education conference and establish connections with	1	8,917	8,200	5,845	22,962

<b>Date of visit</b>	<b>Place of visit</b>	<b>Purpose of visit</b>	<b>Number of EDB officers participating in the visit</b>	<b>(A) Expenses on hotel accommodation</b> Note 1	<b>(B) Expenses on air ticket</b> Note 2	<b>(C) Other expenses</b> Note 3	<b>Total expenditure incurred in the bureau</b> <b>(A)+(B)+(C)</b>
		educational professionals from various countries Note 4					

Notes :

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).
- (2) Proper class of air passages was provided to participating officers concerned in accordance with the relevant Civil Service Regulations and guidelines which take into account ranking of their offices, flying time, flight schedule and details.
- (3) Includes subsistence allowance provided to participating officials and other incidental expenses related to the duty visits outside Hong Kong.
- (4) The visit is joined by the Chairman of the Committee on Home-School Co-operation.

- End -

**CONTROLLING OFFICER'S REPLY****EDB079****(Question Serial No. 2969)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority

Programme: Not specified

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide a breakdown of the 2013-14 actual expenditure, 2014-15 approved estimate, 2014-15 revised estimate and 2015-16 estimate under Subhead 950, and explain any changes in expenditure.
- (2) Regarding the Hong Kong Diploma of Secondary Education Examination conducted in 2011-12, 2012-13 and 2013-14, please give a breakdown of the following:
  - (a) the number of appeal applications received (please list out separately the appeals for rechecking scores and appeals for remarking scripts) by subject, the number of cases with result upgraded after review, the expenditure involved and the amount of fees refunded; and
  - (b) the number of appeal review applications received by category, the number of cases with different results after review by category, the expenditure involved and the total amount of fees refunded.

Asked by: Hon IP Kin-yuen (Member Question No. 33)

Reply:

- (1) The actual expenditure for 2013-14, approved estimate for 2014-15, revised estimate for 2014-15 and estimate for 2015-16 of Subhead 950 Hong Kong Examinations and Assessment Authority are listed below:

<b>Subhead</b>	<b>Actual expenditure 2013-14 (\$ million)</b>	<b>Approved estimate 2014-15 (\$ million)</b>	<b>Revised estimate 2014-15 (\$ million)</b>	<b>Estimate 2015-16 (\$ million)</b>
950 - Hong Kong Examinations and Assessment Authority (HKEAA)	18.743	4.187	5.848	-



The expenditure under this Subhead is subvention for HKEAA for the development of Hong Kong Diploma of Secondary Education Examination system. The grant is disbursed to HKEAA in accordance with the exact development progress and the expenditure made. The variance in expenditure and estimate over the years reflects the different stages of the development of the project. As the project has been completed in 2014-15, there is no estimate for this Subhead for 2015-16.

- (2) HKEAA is a statutory body established under the Hong Kong Examinations and Assessment Authority Ordinance which operates on a self-financing basis. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examination conducted in 2011-12, 2012-13 and 2013-14, HKEAA has provided the following information -

(a) The number of appeal applications by subject, the number of cases with results upgraded after review, the expenditure involved and the fees refunded to applicants are at Appendix 1.

(b) The number of appeal review applications by category, the number of cases with different results after review, the expenditure involved and the fees refunded to applicants are at Appendix 2.

**Appeal applications for 2012, 2013 and 2014 HKDSE Examination**

	2012 Examination		2013 Examination		2014 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
<b>(a) Rechecking and remarking application per subject</b>						
<b>Category A:</b>						
Biology	2	1 544	4	1 829	12	1 274
Business, Accounting and Financial Studies	1	630	11	867	5	714
Chemistry	6	1 463	20	1 562	17	1 543
Chinese History	0	638	1	587	1	534
Chinese Language	29	14 705	53	13 638	49	11 683
Chinese Literature	1	566	5	455	3	351
Combined Science (Biology, Chemistry)	0	241	2	204	0	92
Combined Science (Biology, Physics)	0	104	0	58	2	26
Combined Science (Chemistry, Physics)	0	96	0	49	1	57
Design and Applied Technology	0	15	0	8	1	10
Economics	4	2 052	8	1 377	18	1 562
English Language	29	9 059	43	9 104	64	7 534
Ethics and Religious Studies	0	66	0	61	0	49
Geography	4	1 107	9	949	2	722
Health Management and Social Care	0	24	1	24	1	15
History	0	698	2	721	3	581
Information and Communication Technology	0	348	3	302	2	308
Integrated Science	0	16	0	14	0	1
Liberal Studies	6	5 416	24	8 718	36	7 586
Literature in English	0	135	0	135	0	88
Mathematics	36	1 845	74	2 179	103	2 383
Music	0	24	0	36	0	18
Physical Education	0	37	0	26	1	27
Physics	4	782	8	652	8	682

	2012 Examination		2013 Examination		2014 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
Technology and Living (Fashion, Clothing and Textiles)	0	3	0	11	0	4
Technology and Living (Food Science and Technology)	0	10	0	15	1	9
Tourism and Hospitality Studies	2	161	1	64	0	79
Visual Arts	2	354	1	311	1	284
Category B:						
Applied Psychology	Not applicable	Not applicable	2	Not applicable	0	Not applicable
Aviation Studies	1		0		0	
Hospitality Services in Practice	1		0		0	
Hotel Operations	0		1		0	
Marketing in Global Trade	0		0		1	
Medical Laboratory Science	Not applicable		1		0	
Understanding Financial Services	0		0		1	
Western Cuisine	1		0		0	
Category C:						
French Language	0	12	0	1	0	0
Japanese Language	1	4	0	0	0	5
Spanish Language	0	1	0	0	0	0
Urdu Language	0	0	0	1	0	0
Total :	130	42 156	274	43 958	333	38 221
(ii) No. of cases with result upgraded	0	2 246	0	1 597	0	1 183
(iii) Expenditure in handling appeal applications for the year	\$12.4 million		\$12.7 million		\$10.7 million	
(iv) Fees refunded to applicants (\$)	\$1.0 million		\$0.8 million		\$0.6 million	

**Appeal review applications for 2012, 2013 and 2014 HKDSE Examination**

	2012 Examination		2013 Examination		2014 Examination	
	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review
<b>(i) Category</b>						
Processing of Examination irregularities	10	2	25	10	6	3
Review on the process of rechecking and remarking	36	1	15	0	10	0
Review on the marking of scripts after access to scripts	29	4	35	5	40	5
<b>(ii) Expenditure in handling appeal review applications for the year</b>	\$1.0 million		\$1.0 million		\$1.0 million	
<b>(iii) Fees refunded to applicants</b>	\$5,313		\$11,955		\$6,376	

- End -

**CONTROLLING OFFICER'S REPLY****EDB080****(Question Serial No. 2970)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) Please provide information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2010/11 to 2014/15 school years) in the tables below:

Table 1

district	number of DSS primary schools	number of students in DSS primary schools	number of DSS secondary schools	number of students in DSS secondary schools

Table 2

DSS primary school					
district	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged

Table 3

DSS secondary school					
district	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged

Table4

DSS primary school					
district	average financial reserve	median financial reserve	average annual expenditure of grant	median annual expenditure of grant	average number of students benefited from the grant

Table 5

DSS secondary school					
district	average financial reserve	median financial reserve	average annual expenditure of grant	median annual expenditure of grant	average number of students benefited from the grant

Table 6

category of school fees	number of DSS primary schools	number of students in DSS primary schools	number of DSS secondary schools	number of students in DSS secondary schools
annual school fee less than \$5,000				
annual school fee between \$5,000 and \$10,000				
annual school fee between \$10,000 and \$15,000				
annual school fee between \$15,000 and \$20,000				
annual school fee between \$20,000 and \$25,000				
annual school fee between \$25,000 and \$30,000				
annual school fee between \$30,000 and \$35,000				
annual school fee between \$35,000 and \$40,000				
annual school fee more than \$40,000				

Table 7

DSS primary school					
category of school fees	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged
annual school fee less than \$5,000					
annual school fee between \$5,000 and \$10,000					
annual school fee between \$10,000 and \$15,000					
annual school fee between \$15,000 and \$20,000					
annual school fee between \$20,000 and \$25,000					
annual school fee between \$25,000 and \$30,000					
annual school fee between \$30,000 and \$35,000					
annual school fee between \$35,000 and \$40,000					
annual school fee more than \$40,000					

Table 8

DSS secondary school					
category of school fees	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged
annual school fee less than \$5,000					
annual school fee between \$5,000 and \$10,000					
annual school					

fee between \$10,000 and \$15,000					
annual school fee between \$15,000 and \$20,000					
annual school fee between \$20,000 and \$25,000					
annual school fee between \$25,000 and \$30,000					
annual school fee between \$30,000 and \$35,000					
annual school fee between \$35,000 and \$40,000					
annual school fee more than \$40,000					

Table 9

DSS primary school					
category of school fees	average financial reserve	median financial reserve	average annual expenditure of grant	median annual expenditure of grant	average number of students benefited from the grant
annual school fee less than \$5,000					
annual school fee between \$5,000 and \$10,000					
annual school fee between \$10,000 and \$15,000					
annual school fee between \$15,000 and \$20,000					
annual school fee between \$20,000 and \$25,000					
annual school fee between \$25,000 and					



\$30,000					
annual school fee between \$30,000 and \$35,000					
annual school fee between \$35,000 and \$40,000					
annual school fee more than \$40,000					

Table 10

DSS secondary school					
category of school fees	average financial reserve	median financial reserve	average annual expenditure of grant	median annual expenditure of grant	average number of students benefited from the grant
annual school fee less than \$5,000					
annual school fee between \$5,000 and \$10,000					
annual school fee between \$10,000 and \$15,000					
annual school fee between \$15,000 and \$20,000					
annual school fee between \$20,000 and \$25,000					
annual school fee between \$25,000 and \$30,000					
annual school fee between \$30,000 and \$35,000					
annual school fee between \$35,000 and \$40,000					
annual school fee more than \$40,000					

(b) Please provide the numbers and percentages of secondary students of government, aided, DSS, English Schools Foundation (ESF), private and international schools who were admitted to universities (both local and overseas) in the past 5 school years (from the 2010/11 to 2014/15 school years) in the table below:

Table 11

school year	government schools	aided schools	DSS schools	ESF schools	private schools	international schools
2010/11						
2011/12						
2012/13						
2013/14						
2014/15						

(c) What are the numbers and percentages of students of DSS, ESF, private and international schools who were receiving Comprehensive Social Security Assistance (CSSA) in the past 5 school years (from the 2010/11 to 2014/15 school years) ?

(d) Please provide the numbers of primary schools and secondary schools which applied to join DSS in the past 5 school years (from the 2010/11 to 2014/15 school years) in the tables below:

Table 12

District	number of aided primary schools which applied to join DSS	number of aided secondary schools which applied to join DSS	other categories	total

Table 13

district	number of aided primary schools which were granted approval to join DSS	number of aided secondary schools which were granted approval to join DSS	other categories	total

(e) Please provide the number of complaint cases about insufficient consultation by aided secondary and primary schools in applying to join DSS in the past 5 school years (from the 2010/11 to 2014/15 school years) in the table below?

Table 14

school year	primary school	secondary school
2010/11		
2011/12		
2012/13		
2013/14		
2014/15		

(f) In the past 5 school years (from the 2010/11 to 2014/15 school years), how many complaint cases about the lack of transparency of the financial status of DSS schools were received? Will the Government continue to subsidise DSS schools in the long run or let DSS schools turn into private independent schools? What are the manpower and expenditure involved in implementing DSS policy each year?

Asked by: Hon IP Kin-yuen (Member Question No. 34)

Reply:

- (a) The required information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2010/11 to 2014/15 school years) is tabulated at Appendix 1.
- (b) According to the students' pathway surveys for the secondary 6 and secondary 7 graduates conducted by the Education Bureau, the number and percentage of secondary 6/7 graduates of government, aided, DSS and local private schools studying Bachelor's degree programmes in Hong Kong, as well as the number and percentage of those students studying Bachelor's degree programmes overseas among those secondary 6/7 graduates studying outside Hong Kong in the past 5 school years (from the 2010/11 to 2014/15 school years) are tabulated at Appendix 2. Relevant information for ESF and international schools is not available as the surveys did not cover these schools.
- (c) The Education Bureau does not have the statistics on the number and percentage of students of government, aided, DSS, ESF, private and international schools who are receiving Comprehensive Social Security Assistance (CSSA).
- (d) The number of primary schools and secondary schools which have applied to join DSS in the past 5 school years (from the 2010/11 to 2014/15 school years) is tabulated at Appendix 3.
- (e) In the past 5 school years (from the 2010/11 to 2014/15 school years), the Education Bureau has received a total of 31 complaints about insufficient consultation by aided schools in applying to join the DSS.
- (f) In the past 5 school years (from the 2010/11 to 2014/15 school years), the Education Bureau has not received any complaint about the lack of transparency of the financial status of DSS schools.

The DSS was introduced in 1991 pursuant to the recommendations of the Education Commission Report No. 3. The objectives of introducing the DSS are to inject diversity to our school system and give parents more choices. As the DSS sector has added much desired diversity to our school system, the Government has no plan to turn DSS schools into private independent schools at this stage.

Regarding the manpower and expenditure involved in the implementation of the DSS policy, since the work related to the administration and operation of the DSS cuts across various divisions and the amount of resources may also fluctuate from time to time in tandem with policy and other priority considerations, we are unable to segregate the manpower and expenditure allocated for implementing the DSS policy.

## Information on DSS Primary/Secondary Schools from the 2010/11 to 2014/15 School Years

Table 1

2010/11 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	547	3	2 756
Hong Kong East	2	970	4	3 378
Islands	0	0	3	1 490
Southern	1	813	2	1 843
Wan Chai	0	0	2	1 795
Kowloon City	2	1 249	5	4 377
Kwun Tong	1	480	7	5 737
Sai Kung	4	3 019	8	5 741
Sham Shui Po	3	1 638	9	7 152
Wong Tai Sin	0	0	1	1 243
Yau Tsim and Mong Kok	1	1 003	3	2 784
North	0	0	1	1 122
Sha Tin	2	1 629	7	5 125
Tai Po	0	0	2	1 788
Kwai Chung and Tsing Yi	1	474	0	0
Tuen Mun	1	722	0	0
Yuen Long	2	948	5	3 619

2011/12 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	549	3	2 872
Hong Kong East	2	1 006	4	3 479
Islands	0	0	3	1 582
Southern	1	819	2	1 982
Wan Chai	0	0	3	2 019
Kowloon City	2	1 364	5	4 187
Kwun Tong	1	508	7	5 928
Sai Kung	4	3 126	8	6 169
Sham Shui Po	3	1 682	9	7 582
Wong Tai Sin	0	0	1	1 329
Yau Tsim and Mong Kok	1	1 012	3	2 969
North	0	0	1	1 212
Sha Tin	2	1 688	7	5 118
Tai Po	0	0	2	1 852
Kwai Chung and Tsing Yi	1	561	0	0
Tuen Mun	1	722	0	0
Yuen Long	2	1 057	5	3 988

## 2012/13 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	562	3	2 735
Hong Kong East	2	1 050	4	3 187
Islands	0	0	3	1 448
Southern	1	839	2	1 887
Wan Chai	0	0	3	1 841
Kowloon City	2	1 503	5	4 420
Kwun Tong	1	516	6	5 248
Sai Kung	4	3 079	8	5 819
Sham Shui Po	3	1 676	9	7 106
Wong Tai Sin	0	0	1	1 264
Yau Tsim and Mong Kok	1	996	3	2 777
North	0	0	1	1 200
Sha Tin	2	1 646	6	4 533
Tai Po	0	0	2	1 599
Kwai Chung and Tsing Yi	1	540	0	0
Tuen Mun	1	731	0	0
Yuen Long	2	1 139	5	3 907

## 2013/14 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	3	2 724
Hong Kong East	2	1 063	4	3 111
Islands	0	0	3	1 433
Southern	2	1 428	2	1 821
Wan Chai	0	0	3	1 789
Kowloon City	2	1 557	5	4 372
Kwun Tong	1	564	7	6 283
Sai Kung	4	3 018	8	5 628
Sham Shui Po	3	1 678	9	6 944
Wong Tai Sin	0	0	1	1 246
Yau Tsim and Mong Kok	1	974	3	2 706
North	0	0	1	1 201
Sha Tin	2	1 718	6	4 455
Tai Po	0	0	2	1 518
Kwai Chung and Tsing Yi	1	564	0	0
Tuen Mun	1	741	0	0
Yuen Long	2	1 245	5	3 893

## 2014/15 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	2	2 261
Hong Kong East	2	1 109	4	3 036
Islands	0	0	3	1 403
Southern	2	1 418	2	1 813
Wan Chai	0	0	3	1 755
Kowloon City	2	1 609	5	4 408
Kwun Tong	1	624	7	6 012
Sai Kung	4	3 073	7	5 564
Sham Shui Po	3	1 667	9	6 816
Wong Tai Sin	0	0	1	1 252
Yau Tsim and Mong Kok	1	966	3	2 623
North	0	0	1	1 186
Sha Tin	2	1 731	7	4 822
Tai Po	0	0	2	1 406
Kwai Chung and Tsing Yi	1	548	0	0
Tuen Mun	1	746	0	0
Yuen Long	2	1 355	5	3 864

**Table 2**

2010/11 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	35,026 or 31,244	21,708,000	21,708,000	30,000	30,000
Hong Kong East		16,213,000	16,213,000	17,000	21,000
Southern		31,770,000	19,724,500	60,000	60,000
Kowloon City		20,574,500	20,574,500	25,700	40,000
Kwun Tong		15,742,000	15,742,000	30,000	30,000
Sai Kung		25,778,500	24,797,500	20,177	19,190
Sham Shui Po		18,979,000	14,541,000	18,256	15,000
Yau Tsim and Mong Kok		33,594,000	33,594,000	14,800	14,800
Sha Tin		26,500,000	26,500,000	28,000	28,000
Kwai Chung and Tsing Yi		14,609,000	14,609,000	7,370	7,370
Tuen Mun		22,474,000	22,474,000	9,900	9,900
Yuen Long		15,177,500	15,177,500	23,500	12,000

2011/12 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	39,338 or 35,950	21,979,000	21,979,000	30,000	30,000
Hong Kong East		18,818,500	18,818,500	17,000	17,000
Southern		33,209,000	33,209,000	60,000	60,000
Kowloon City		25,134,000	25,134,000	26,000	40,000
Kwun Tong		19,174,000	19,174,000	30,000	30,000
Sai Kung		29,618,250	30,086,500	20,540	16,300
Sham Shui Po		21,005,667	15,879,000	18,650	15,000
Yau Tsim and Mong Kok		37,426,000	37,426,000	14,800	14,800
Sha Tin		31,424,000	31,424,000	28,000	28,000
Kwai Chung and Tsing Yi		20,230,000	20,230,000	7,370	7,370
Tuen Mun		27,626,000	27,626,000	9,900	9,900
Yuen Long		19,066,000	19,066,000	24,375	12,000

## 2012/13 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	43,445 or 40,332	25,216,000	25,216,000	30,000	30,000
Hong Kong East		22,139,000	22,139,000	17,500	17,500
Southern		37,817,000	37,817,000	60,000	60,000
Kowloon City		31,214,000	31,214,000	26,400	26,400
Kwun Tong		22,151,000	22,151,000	30,000	30,000
Sai Kung		33,127,250	34,287,500	20,673	16,300
Sham Shui Po		23,875,000	17,730,000	19,517	15,000
Yau Tsim and Mong Kok		41,734,000	41,734,000	14,800	14,800
Sha Tin		35,164,000	35,164,000	28,000	28,000
Kwai Chung and Tsing Yi		23,388,000	23,388,000	7,370	7,370
Tuen Mun		30,771,000	30,771,000	9,900	9,900
Yuen Long		23,425,000	23,425,000	24,926	12,000

## 2013/14 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Hong Kong East	46,672 or 43,750	23,906,500	23,906,500	17,500	17,500
Southern		33,987,500	33,987,500	45,000	45,000
Kowloon City		35,077,000	35,077,000	26,400	26,400
Kwun Tong		24,814,000	24,814,000	30,000	30,000
Sai Kung		34,556,750	35,607,500	20,757	16,300
Sham Shui Po		25,487,667	18,701,000	20,637	15,000
Yau Tsim and Mong Kok		44,682,000	44,682,000	14,800	14,800
Sha Tin		37,941,000	37,941,000	28,700	28,700
Kwai Chung and Tsing Yi		25,262,000	25,262,000	7,370	7,370
Tuen Mun		33,456,000	33,456,000	9,900	9,900
Yuen Long		27,311,000	27,311,000	25,771	12,000



## 2014/15 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 3	Median Amount of Subsidy for each DSS School Note 3	Average School Fee Charged	Median School Fee Charged
Hong Kong East	50,073 or 47,117	--	--	19,730	19,730
Southern				45,000	45,000
Kowloon City				27,775	27,775
Kwun Tong				30,000	30,000
Sai Kung				21,157	16,300
Sham Shui Po				21,608	15,000
Yau Tsim and Mong Kok				14,800	14,800
Sha Tin				28,700	28,700
Kwai Chung and Tsing Yi				7,370	7,370
Tuen Mun				10,500	10,500
Yuen Long				26,816	24,375

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rate would be applied to schools with an age of 16 years or above while the lower rate to those with an age below 16 years.

Note 2: The amount of subsidy is calculated on a financial year basis.

Note 3: Since the 2014-15 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

**Table 3**

2010/11 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Central and Western	S1 – 3: 37,558 or 35,234	39,219,667	44,995,000	31,833	34,833	38,000	40,000
Hong Kong East		36,389,000	38,456,500	7,719	10,881	6,638	11,750
Islands		19,705,000	16,132,000	10,417	13,700	18,000	18,000
Southern		37,517,000	37,517,000	43,000	38,500	43,500	38,500
Wan Chai		41,940,500	41,940,500	25,000	18,888	25,000	26,250
Kowloon City		39,068,800	36,635,000	19,167	23,918	22,000	23,000
Kwun Tong	S4 – 5: 40,447 or 38,649	35,343,143	35,187,500	9,210	7,354	9,000	4,000
Sai Kung		28,977,500	29,427,500	22,705	23,959	19,020	19,020
Sham Shui Po		34,553,111	31,480,000	7,400	9,258	3,000	6,300
Wong Tai Sin		53,433,000	53,433,000	35,000	47,500	35,000	47,500
Yau Tsim and Mong Kok	S6 – 7: 56,874 or 54,379	38,640,000	33,928,000	20,456	29,031	21,400	21,400
North		47,320,000	47,320,000	3,500	4,500	3,500	4,500
Sha Tin		31,352,857	34,372,000	22,076	32,801	22,000	16,500
Tai Po		39,766,000	39,766,000	6,750	3,500	6,750	3,500
Yuen Long		29,700,000	37,770,000	14,300	12,842	10,000	4,800

2011/12 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Central and Western	S1 – 3: 40,349 or 38,387	42,245,000	48,673,000	32,000	34,333	38,000	38,000
Hong Kong East		38,521,000	39,983,500	7,832	10,506	6,764	11,750
Islands		22,208,333	18,086,000	11,917	14,200	10,500	20,000
Southern		42,587,000	42,587,000	43,000	39,000	43,500	39,500
Wan Chai		30,688,667	20,350,000	13,000	18,200	25,000	27,500
Kowloon City		38,823,000	36,315,000	19,167	22,873	22,000	21,500
Kwun Tong	S4 – 6: 43,047 or 40,986	37,696,714	36,639,500	9,483	7,808	9,000	4,000
Sai Kung		32,776,375	33,524,000	23,293	23,914	19,970	20,985
Sham Shui Po		37,213,889	32,676,000	7,767	9,069	3,000	6,000
Wong Tai Sin		57,847,000	57,847,000	35,000	46,250	35,000	45,000
Yau Tsim and Mong Kok	S7: 59,789 or 56,808	42,793,333	38,610,000	21,229	29,633	23,850	22,684
North		51,568,000	51,568,000	4,167	4,500	3,500	4,500
Sha Tin		33,303,000	34,885,000	22,977	33,425	22,000	19,470
Tai Po		45,079,000	45,079,000	7,250	4,500	7,250	4,500
Yuen Long		33,792,600	41,729,000	14,690	12,554	10,000	4,500

## 2012/13 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Central and Western	S1 – 3: 43,138 or 40,760  S4 – 6: 47,098 or 44,546	43,559,667	49,155,000	32,333	34,000	38,000	38,000
Hong Kong East		38,285,000	38,627,000	8,418	10,538	7,425	11,100
Islands		22,588,000	21,027,000	14,083	10,467	12,500	8,400
Southern		44,206,000	44,206,000	43,000	44,500	43,500	40,000
Wan Chai		30,134,667	16,212,000	13,300	20,250	25,000	20,750
Kowloon City		33,137,333	32,699,000	22,950	22,573	24,000	23,750
Kwun Tong		42,795,500	31,817,000	7,633	8,578	5,600	5,175
Sai Kung		33,032,375	33,245,500	23,969	23,033	19,970	19,970
Sham Shui Po		37,898,556	34,563,000	8,609	9,872	3,000	6,000
Wong Tai Sin		59,926,000	59,926,000	35,000	45,000	35,000	45,000
Yau Tsim and Mong Kok		43,516,667	40,704,000	22,374	20,931	27,205	24,272
North		55,380,000	55,380,000	4,833	4,500	5,500	4,500
Sha Tin		30,230,143	35,983,000	23,500	35,474	22,000	22,000
Tai Po		42,199,000	42,199,000	7,417	8,750	7,750	4,500
Yuen Long		35,826,600	41,096,000	15,017	11,700	10,000	4,200

## 2013/14 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Central and Western	S1 – 3: 45,888 or 43,400  S4 – 6: 51,753 or 48,977	46,063,667	51,861,000	32,667	34,500	38,000	38,000
Hong Kong East		39,511,750	39,092,000	9,437	11,694	9,000	12,320
Islands		23,006,667	20,173,000	15,833	11,217	15,000	8,400
Southern		48,176,000	48,176,000	44,750	46,250	45,250	46,750
Wan Chai		31,077,000	17,351,000	13,600	19,500	13,900	19,500
Kowloon City		36,806,667	38,056,000	23,969	23,864	25,500	25,750
Kwun Tong		42,275,429	35,953,000	7,186	9,184	2,000	6,475
Sai Kung		34,429,000	34,095,000	24,545	24,415	19,970	22,000
Sham Shui Po		39,677,667	36,466,000	9,232	10,317	3,000	6,000
Wong Tai Sin		63,495,000	63,495,000	35,000	45,000	35,000	45,000
Yau Tsim and Mong Kok		47,210,000	41,259,000	23,133	21,921	29,239	25,720
North		61,579,000	61,579,000	5,500	4,500	5,500	4,500
Sha Tin		35,303,000	39,435,000	23,987	35,964	22,000	22,000
Tai Po		40,767,500	40,767,500	8,833	9,583	9,000	8,750
Yuen Long		39,022,400	43,012,000	15,736	19,984	10,000	10,000

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 3	Median Amount of Subsidy for each DSS School Note 3	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Central and Western	S1 – 3: 49,704 or 47,528  S4 – 6: 57,916 or 55,399	--	--	45,000	45,000	45,000	45,000
Hong Kong East				10,125	12,188	9,215	13,140
Islands				17,383	12,222	16,400	8,400
Southern				46,250	47,750	46,750	48,250
Wan Chai				14,100	13,700	14,300	12,000
Kowloon City				25,290	25,254	29,000	26,500
Kwun Tong				8,451	9,821	2,000	6,800
Sai Kung				25,442	27,923	19,970	22,000
Sham Shui Po				9,997	10,989	3,000	6,200
Wong Tai Sin				35,000	45,000	35,000	45,000
Yau Tsim and Mong Kok				23,594	22,838	30,700	28,670
North				5,500	5,167	5,500	4,500
Sha Tin				21,350	33,999	22,000	22,000
Tai Po				9,685	10,220	9,935	9,330
Yuen Long				17,301	21,108	11,000	11,000

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years. Upon the full implementation of New Senior Secondary academic structure in the 2012/13 school year, the Secondary 7 level has been phased out.

Note 2: The amount of subsidy is calculated on a financial year basis.

Note 3: Since the 2014-15 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

**Table 4** <sup>Note 1</sup>

2010/11 School Year

DSS Primary School					
District	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Central and Western	56,403,964	56,403,964	1,117,500	1,117,500	--
Hong Kong East	27,215,148	27,215,148	821,819	821,819	--
Southern	33,335,759	33,335,759	6,279,919	6,279,919	--
Kowloon City	148,659,775	148,659,775	6,767,667	6,767,667	--
Kwun Tong	2,012,996	2,012,996	1,283,320	1,283,320	--
Sai Kung	58,068,346	44,053,497	1,475,288	1,384,418	--
Sham Shui Po	28,805,860	31,917,347	1,418,707	724,527	--
Yau Tsim and Mong Kok	73,623,449	73,623,449	560,316	560,316	--
Sha Tin	46,005,295	46,005,295	2,924,759	2,924,759	--
Kwai Chung and Tsing Yi	13,109,718	13,109,718	17,554	17,554	--
Tuen Mun	25,708,179	25,708,179	606,292	606,292	--
Yuen Long	35,349,415	35,349,415	545,540	545,540	--

2011/12 School Year

DSS Primary School					
District	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Central and Western	47,024,085	47,024,085	1,102,500	1,102,500	--
Hong Kong East	15,322,949	15,322,949	1,492,213	1,492,213	--
Southern	27,038,159	27,038,159	9,116,264	9,116,264	--
Kowloon City	56,764,569	56,764,569	9,295,810	9,295,810	--
Kwun Tong	6,719,902	6,719,902	1,450,100	1,450,100	--
Sai Kung	44,799,296	32,453,812	3,505,361	3,131,280	--
Sham Shui Po	11,023,919	10,495,416	1,530,632	419,083	--
Yau Tsim and Mong Kok	29,103,129	29,103,129	772,056	772,056	--
Sha Tin	32,888,502	32,888,502	5,182,153	5,182,153	--
Kwai Chung and Tsing Yi	9,930,433	9,930,433	250,065	250,065	--
Tuen Mun	11,197,803	11,197,803	728,633	728,633	--
Yuen Long	8,370,369	8,370,369	1,337,454	1,337,454	--

## 2012/13 School Year

DSS Primary School					
District	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Central and Western	50,915,572	50,915,572	1,134,581	1,134,581	--
Hong Kong East	18,379,769	18,379,769	1,180,140	1,180,140	--
Southern	36,233,181	36,233,181	10,793,396	10,793,396	--
Kowloon City	62,158,751	62,158,751	9,766,802	9,766,802	--
Kwun Tong	25,758,286	25,758,286	1,383,800	1,383,800	--
Sai Kung	58,498,894	47,167,836	3,809,144	3,518,830	--
Sham Shui Po	15,820,405	12,822,416	1,778,413	1,075,944	--
Yau Tsim and Mong Kok	34,247,576	34,247,576	1,042,724	1,042,724	--
Sha Tin	38,039,121	38,039,121	6,035,378	6,035,378	--
Kwai Chung and Tsing Yi	19,011,901	19,011,901	147,434	147,434	--
Tuen Mun	16,940,974	16,940,974	719,570	719,570	--
Yuen Long	14,042,708	14,042,708	2,424,849	2,424,849	--

Note 1: Relevant information for the 2013/14 and 2014/15 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and includes the net book value of additional school buildings and constructions within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

**Table 5** <sup>Note 1</sup>

2010/11 School Year

DSS Secondary School					
District	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Central and Western	71,075,026	91,814,978	6,443,971	4,345,125	--
Hong Kong East	22,963,781	14,709,571	939,021	723,874	--
Islands	15,555,310	9,092,261	876,919	178,152	--
Southern	20,303,766	20,303,766	2,389,226	2,389,226	--
Wan Chai	59,197,695	59,197,695	2,190,150	2,190,150	--
Kowloon City	83,463,747	33,074,776	5,125,811	1,800,691	--
Kwun Tong	42,898,658	55,201,801	1,049,510	1,283,320	--
Sai Kung	46,839,630	43,476,858	2,023,419	1,674,304	--
Sham Shui Po	48,831,037	52,815,046	985,959	528,400	--
Wong Tai Sin	318,913,398	318,913,398	5,450,162	5,450,162	--
Yau Tsim and Mong Kok	191,366,312	21,797,942	1,128,525	1,466,833	--
North	38,519,124	38,519,124	856,250	856,250	--
Sha Tin	105,911,381	39,898,734	4,000,136	1,148,503	--
Tai Po	24,467,941	24,467,941	405,711	405,711	--
Yuen Long	24,875,043	36,256,393	535,486	468,472	--

2011/12 School Year

DSS Secondary School					
District	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Central and Western	43,863,575	30,012,686	7,229,894	4,993,180	--
Hong Kong East	21,846,273	14,423,425	1,145,438	1,107,274	--
Islands	7,373,367	7,580,589	1,334,916	508,995	--
Southern	27,565,174	27,565,174	3,497,696	3,497,696	--
Wan Chai	37,816,222	7,608,288	1,354,592	732,135	--
Kowloon City	38,728,581	28,539,610	5,764,806	3,364,201	--
Kwun Tong	26,608,803	21,681,427	1,158,506	1,425,842	--
Sai Kung	38,854,179	33,807,971	3,419,847	2,370,000	--
Sham Shui Po	39,626,783	24,740,794	1,319,470	1,064,245	--
Wong Tai Sin	95,812,388	95,812,388	5,678,470	5,678,470	--
Yau Tsim and Mong Kok	71,247,067	27,161,961	2,738,284	2,082,706	--
North	36,863,640	36,863,640	1,231,012	1,231,012	--
Sha Tin	134,832,121	25,559,803	4,833,022	1,562,415	--
Tai Po	24,394,898	24,394,898	800,612	800,612	--
Yuen Long	23,181,361	29,960,505	1,046,431	1,359,030	--

DSS Secondary School					
District	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Central and Western	44,536,704	30,349,039	6,497,712	4,403,256	--
Hong Kong East	22,247,176	19,348,060	909,503	879,591	--
Islands	6,036,288	4,634,691	1,164,345	363,700	--
Southern	33,373,790	33,373,790	4,630,171	4,630,171	--
Wan Chai	29,753,963	10,182,444	1,319,347	714,800	--
Kowloon City	39,138,708	20,997,314	4,913,623	1,488,702	--
Kwun Tong	30,005,563	22,417,799	1,210,503	1,311,304	--
Sai Kung	42,828,995	38,334,388	3,478,527	2,521,327	--
Sham Shui Po	32,893,652	25,482,740	1,207,794	714,450	--
Wong Tai Sin	106,857,335	106,857,335	5,898,682	5,898,682	--
Yau Tsim and Mong Kok	44,224,571	30,576,885	5,558,384	1,977,600	--
North	37,568,954	37,568,954	1,455,325	1,455,325	--
Sha Tin	30,523,085	31,516,130	3,388,052	2,613,677	--
Tai Po	23,712,809	23,712,809	901,996	901,996	--
Yuen Long	24,285,579	22,032,135	1,597,720	1,203,170	--

Note 1: Relevant information for the 2013/14 and 2014/15 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and includes the net book value of additional school buildings and constructions within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.



**Table 6**

2010/11 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$5,000	0	0	12	9 758
Annual School Fee between \$5,000 and less than \$10,000	2	1 196	6	4 307
Annual School Fee between \$10,000 and less than \$15,000	6	3 251	11	9 389
Annual School Fee between \$15,000 and less than \$20,000	2	1 753	6	4 867
Annual School Fee between \$20,000 and less than \$25,000	3	2 591	8	6 102
Annual School Fee between \$25,000 and less than \$30,000	1	483	5	3 684
Annual School Fee between \$30,000 and less than \$35,000	3	1 585	2	1 797
Annual School Fee between \$35,000 and less than \$40,000	2	907	6	4 595
Annual School Fee of \$40,000 or more	2	1 726	6	5 451

2011/12 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$5,000	0	0	12	9 380
Annual School Fee between \$5,000 and less than \$10,000	2	1 283	7	5 392
Annual School Fee between \$10,000 and less than \$15,000	6	3 486	11	9 521
Annual School Fee between \$15,000 and less than \$20,000	2	1 896	4	3 652
Annual School Fee between \$20,000 and less than \$25,000	3	2 522	8	6 088
Annual School Fee between \$25,000 and less than \$30,000	1	484	7	5 825
Annual School Fee between \$30,000 and less than \$35,000	3	1 588	2	1 559
Annual School Fee between \$35,000 and less than \$40,000	2	1 102	4	3 989
Annual School Fee of \$40,000 or more	2	1 733	8	6 862

## 2012/13 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$5,000	0	0	12	8 541
Annual School Fee between \$5,000 and less than \$10,000	2	1 271	11	8 057
Annual School Fee between \$10,000 and less than \$15,000	6	3 647	7	5 654
Annual School Fee between \$15,000 and less than \$20,000	2	1 859	4	3 715
Annual School Fee between \$20,000 and less than \$25,000	3	2 450	5	4 143
Annual School Fee between \$25,000 and less than \$30,000	0	0	9	7 212
Annual School Fee between \$30,000 and less than \$35,000	4	2 095	1	1 077
Annual School Fee between \$35,000 and less than \$40,000	1	886	5	4 897
Annual School Fee of \$40,000 or more	3	2 069	7	5 675

## 2013/14 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$5,000	0	0	13	9 287
Annual School Fee between \$5,000 and less than \$10,000	2	1 305	11	7 697
Annual School Fee between \$10,000 and less than \$15,000	6	3 747	5	3 875
Annual School Fee between \$15,000 and less than \$20,000	2	1 836	6	5 400
Annual School Fee between \$20,000 and less than \$25,000	3	2 470	3	2 320
Annual School Fee between \$25,000 and less than \$30,000	0	0	7	5 782
Annual School Fee between \$30,000 and less than \$35,000	4	2 121	5	4 157
Annual School Fee between \$35,000 and less than \$40,000	1	900	5	4 903
Annual School Fee of \$40,000 or more	3	2 171	7	5 703

## 2014/15 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$5,000	0	0	12	8 177
Annual School Fee between \$5,000 and less than \$10,000	1	548	10	7 040
Annual School Fee between \$10,000 and less than \$15,000	7	4 598	4	2 678
Annual School Fee between \$15,000 and less than \$20,000	2	1 825	7	6 501
Annual School Fee between \$20,000 and less than \$25,000	3	2 525	4	3 079
Annual School Fee between \$25,000 and less than \$30,000	0	0	6	5 166
Annual School Fee between \$30,000 and less than \$35,000	3	1 758	6	4 892
Annual School Fee between \$35,000 and less than \$40,000	2	1 318	4	3 502
Annual School Fee of \$40,000 or more	3	2 274	8	7 186

**Table 7**

2010/11 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$5,000	35,026 or 31,244	0	0	0	0
Annual School Fee between \$5,000 and less than \$10,000		18,541,500	18,541,500	8,635	9,900
Annual School Fee between \$10,000 and less than \$15,000		18,368,667	17,017,500	12,667	13,000
Annual School Fee between \$15,000 and less than \$20,000		30,512,000	30,512,000	15,190	15,380
Annual School Fee between \$20,000 and less than \$25,000		28,926,000	27,325,000	21,667	21,000
Annual School Fee between \$25,000 and less than \$30,000		14,541,000	14,541,000	26,567	27,650
Annual School Fee between \$30,000 and less than \$35,000		18,754,333	18,813,000	30,242	30,000
Annual School Fee between \$35,000 and less than \$40,000		13,917,000	13,917,000	35,000	35,000
Annual School Fee of \$40,000 or more		31,571,500	31,571,500	50,000	50,000

2011/12 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$5,000	39,338 or 35,950	0	0	0	0
Annual School Fee between \$5,000 and less than \$10,000		23,928,000	23,928,000	8,635	8,635
Annual School Fee between \$10,000 and less than \$15,000		21,721,000	20,691,500	12,856	13,000
Annual School Fee between \$15,000 and less than \$20,000		35,784,500	35,784,500	15,650	16,300
Annual School Fee between \$20,000 and less than \$25,000		31,906,000	30,690,000	21,667	21,000
Annual School Fee between \$25,000 and less than \$30,000		15,879,000	15,879,000	27,750	28,000
Annual School Fee between \$30,000 and less than \$35,000		20,618,667	20,703,000	30,242	30,000
Annual School Fee between \$35,000 and less than \$40,000		19,294,000	19,294,000	35,875	35,000
Annual School Fee of \$40,000 or more		34,113,500	34,113,500	50,000	50,000

## 2012/13 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$5,000	43,445 or 40,332	0	0	0	0
Annual School Fee between \$5,000 and less than \$10,000		27,079,500	27,079,500	8,635	8,635
Annual School Fee between \$10,000 and less than \$15,000		25,817,167	26,043,000	13,244	13,100
Annual School Fee between \$15,000 and less than \$20,000		40,697,000	40,697,000	15,650	16,300
Annual School Fee between \$20,000 and less than \$25,000		34,675,333	32,864,000	21,667	21,000
Annual School Fee between \$25,000 and less than \$30,000		0	0	0	0
Annual School Fee between \$30,000 and less than \$35,000		22,094,750	22,716,500	30,269	30,000
Annual School Fee between \$35,000 and less than \$40,000		37,464,000	37,464,000	35,000	35,000
Annual School Fee of \$40,000 or more		29,590,000	37,817,000	45,951	40,000

## 2013/14 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$5,000	46,672 or 43,750	0	0	0	0
Annual School Fee between \$5,000 and less than \$10,000		29,359,000	29,359,000	8,635	8,635
Annual School Fee between \$10,000 and less than \$15,000		28,198,833	29,228,500	13,454	13,500
Annual School Fee between \$15,000 and less than \$20,000		42,682,000	42,682,000	15,650	15,650
Annual School Fee between \$20,000 and less than \$25,000		36,867,333	35,770,000	22,133	22,400
Annual School Fee between \$25,000 and less than \$30,000		0	0	0	0
Annual School Fee between \$30,000 and less than \$35,000		23,775,750	24,710,500	30,878	30,000
Annual School Fee between \$35,000 and less than \$40,000		40,112,000	40,112,000	35,000	35,000
Annual School Fee of \$40,000 or more		33,419,333	40,994,000	46,514	40,000

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student <small>Note 1</small>	Average Amount of Subsidy for each DSS School <small>Note 3</small>	Median Amount of Subsidy for each DSS School <small>Note 3</small>	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$5,000	50,073 or 47,117	--	--	0	0
Annual School Fee between \$5,000 and less than \$10,000		--	--	7,370	7,370
Annual School Fee between \$10,000 and less than \$15,000		--	--	13,169	13,000
Annual School Fee between \$15,000 and less than \$20,000		--	--	15,650	15,650
Annual School Fee between \$20,000 and less than \$25,000		--	--	23,833	24,500
Annual School Fee between \$25,000 and less than \$30,000		--	--	0	0
Annual School Fee between \$30,000 and less than \$35,000		--	--	30,242	30,000
Annual School Fee between \$35,000 and less than \$40,000		--	--	35,350	35,000
Annual School Fee of \$40,000 or more		--	--	48,127	42,750

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rate would be applied to schools with an age of 16 years or above while the lower rate to those with an age below 16 years.

Note 2: The amount of subsidy is calculated on a financial year basis.

Note 3: Since the 2014-15 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

**Table 8**

2010/11 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Annual School Fee less than \$5,000	S1 – 3: 37,558 or 35,234  S4 – 5: 40,447 or 38,649  S6 – 7: 56,874 or 54,379	35,693,917	36,269,000	1,936	3,342	2,150	3,000
Annual School Fee between \$5,000 and less than \$10,000		33,111,833	40,195,000	7,588	7,515	7,525	8,000
Annual School Fee between \$10,000 and less than \$15,000		37,032,091	35,578,000	11,000	10,313	10,000	11,000
Annual School Fee between \$15,000 and less than \$20,000		33,754,000	32,730,000	16,543	14,950	16,500	15,150
Annual School Fee between \$20,000 and less than \$25,000		31,065,125	34,955,500	21,824	19,543	22,000	20,000
Annual School Fee between \$25,000 and less than \$30,000		32,007,400	26,773,000	26,000	27,360	26,000	27,500
Annual School Fee between \$30,000 and less than \$35,000		38,107,500	38,107,500	33,623	28,818	33,000	30,000
Annual School Fee between \$35,000 and less than \$40,000		30,473,500	28,627,000	36,833	36,836	36,500	37,590
Annual School Fee of \$40,000 or more		37,745,833	45,498,000	51,667	62,300	52,000	51,000

2011/12 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Annual School Fee less than \$5,000	S1 – 3: 40,349 or 38,387  S4 – 6: 43,047 or 40,968  S 7: 59,789 or 56,808	35,091,250	36,961,500	1,913	3,409	1,800	3,000
Annual School Fee between \$5,000 and less than \$10,000		36,235,429	41,729,000	6,304	7,471	6,000	8,000
Annual School Fee between \$10,000 and less than \$15,000		39,031,545	37,966,000	11,076	9,852	10,380	9,500
Annual School Fee between \$15,000 and less than \$20,000		38,806,250	40,211,500	17,467	15,740	18,000	15,235
Annual School Fee between \$20,000 and less than \$25,000		33,087,375	37,944,000	21,341	18,531	22,000	20,000
Annual School Fee between \$25,000 and less than \$30,000		36,268,857	32,555,000	24,864	27,435	25,425	27,500
Annual School Fee between \$30,000 and less than \$35,000		37,139,000	37,139,000	33,623	27,060	33,000	26,000
Annual School Fee between \$35,000 and less than \$40,000		42,214,500	43,651,000	36,400	36,108	36,000	37,180
Annual School Fee of \$40,000 or more		36,102,125	42,587,000	49,613	57,385	52,000	50,000

## 2012/13 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee less than \$5,000	S1 – 3: 43,138 or 40,760  S4 – 6: 47,098 or 44,546	35,494,750	35,931,500	1,780	3,428	1,800	3,000
Annual School Fee between \$5,000 and less than \$10,000		34,192,250	37,973,000	6,064	7,280	5,900	6,650
Annual School Fee between \$10,000 and less than \$15,000		38,570,000	39,954,000	10,950	12,503	10,600	13,150
Annual School Fee between \$15,000 and less than \$20,000		42,879,750	42,525,000	17,715	16,991	18,000	16,500
Annual School Fee between \$20,000 and less than \$25,000		37,243,000	38,203,000	22,200	20,960	22,000	22,000
Annual School Fee between \$25,000 and less than \$30,000		36,217,778	32,698,000	25,876	27,272	26,000	27,250
Annual School Fee between \$30,000 and less than \$35,000		20,199,000	20,199,000	32,123	0	33,880	0
Annual School Fee between \$35,000 and less than \$40,000		45,356,200	49,155,000	36,217	35,363	35,300	37,180
Annual School Fee of \$40,000 or more		36,461,857	41,018,000	51,038	58,139	51,000	51,000

## 2013/14 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee less than \$5,000	S1 – 3: 45,888 or 43,400  S4 – 6: 51,753 or 48,977	35,637,154	35,336,000	1,937	3,514	1,950	3,100
Annual School Fee between \$5,000 and less than \$10,000		36,516,818	36,077,000	6,052	7,284	6,000	7,060
Annual School Fee between \$10,000 and less than \$15,000		39,289,800	35,953,000	12,000	11,954	12,500	11,500
Annual School Fee between \$15,000 and less than \$20,000		45,231,000	44,153,000	17,854	16,759	18,000	16,500
Annual School Fee between \$20,000 and less than \$25,000		37,681,667	37,379,000	22,200	20,945	22,000	22,000
Annual School Fee between \$25,000 and less than \$30,000		40,167,429	40,418,000	25,600	26,661	25,500	26,500
Annual School Fee between \$30,000 and less than \$35,000		33,926,833	37,129,500	30,056	31,000	30,000	31,000
Annual School Fee between \$35,000 and less than \$40,000		49,687,400	51,861,000	36,617	37,176	37,350	37,700
Annual School Fee of \$40,000 or more		40,041,571	44,741,000	53,637	58,507	52,750	52,415



## 2014/15 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 3	Median Amount of Subsidy for each DSS School Note 3	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee less than \$5,000	S1 – 3: 49,704 or 47,528  S4 – 6: 57,916 or 55,399	--	--	2,024	3,319	2,100	3,000
Annual School Fee between \$5,000 and less than \$10,000		--	--	6,378	6,933	6,400	7,050
Annual School Fee between \$10,000 and less than \$15,000		--	--	12,323	12,323	13,000	12,000
Annual School Fee between \$15,000 and less than \$20,000		--	--	17,405	17,554	17,800	17,450
Annual School Fee between \$20,000 and less than \$25,000		--	--	21,000	21,623	20,500	22,000
Annual School Fee between \$25,000 and less than \$30,000		--	--	26,960	26,326	27,800	27,500
Annual School Fee between \$30,000 and less than \$35,000		--	--	31,697	30,161	31,000	30,750
Annual School Fee between \$35,000 and less than \$40,000		--	--	36,400	37,045	36,000	37,590
Annual School Fee of \$40,000 or more		--	--	53,052	57,324	52,000	52,000

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years. Upon the full implementation of New Senior Secondary academic structure in the 2012/13 school year, the Secondary 7 level has been phased out.

Note 3: The amount of subsidy is calculated on a financial year basis.

Note 4: Since the 2014-15 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

**Table 9** <sup>Note 1</sup>

2010/11 School Year

DSS Primary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Scholarship Note 3	Median Annual Expenditure of Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$5,000	0	0	0	0	--
Annual School Fee between \$5,000 and less than \$10,000	19,408,948	19,408,948	311,923	311,923	--
Annual School Fee between \$10,000 and less than \$15,000	31,659,564	15,933,501	521,316	603,623	--
Annual School Fee between \$15,000 and less than \$20,000	49,273,212	49,273,212	897,877	897,877	--
Annual School Fee between \$20,000 and less than \$25,000	63,024,525	40,447,405	1,381,528	1,532,758	--
Annual School Fee between \$25,000 and less than \$30,000	52,815,046	52,815,046	3,430,693	3,430,693	--
Annual School Fee between \$30,000 and less than \$35,000	29,485,203	30,038,648	1,628,735	1,283,320	--
Annual School Fee between \$35,000 and less than \$40,000	30,810,413	30,810,413	2,318,005	2,318,005	--
Annual School Fee of \$40,000 or more	159,028,769	159,028,769	9,748,375	9,748,375	--

2011/12 School Year

DSS Primary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Scholarship Note 3	Median Annual Expenditure of Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$5,000	0	0	0	0	--
Annual School Fee between \$5,000 and less than \$10,000	10,564,118	10,564,118	489,349	489,349	--
Annual School Fee between \$10,000 and less than \$15,000	17,710,060	17,696,712	881,214	741,248	--
Annual School Fee between \$15,000 and less than \$20,000	26,704,450	26,704,450	1,292,784	1,292,784	--
Annual School Fee between \$20,000 and less than \$25,000	47,772,972	40,386,731	4,008,189	3,792,870	--
Annual School Fee between \$25,000 and less than \$30,000	10,495,416	10,495,416	3,940,252	3,940,252	--
Annual School Fee between \$30,000 and less than \$35,000	28,117,485	30,608,469	2,216,225	1,450,100	--
Annual School Fee between \$35,000 and less than \$40,000	13,440,857	13,440,857	4,028,543	4,028,543	--
Annual School Fee of \$40,000 or more	62,064,616	62,064,616	13,563,041	13,563,041	--

DSS Primary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Scholarship Note 3	Median Annual Expenditure of Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$5,000	0	0	0	0	--
Annual School Fee between \$5,000 and less than \$10,000	17,976,437	17,976,437	433,502	433,502	--
Annual School Fee between \$10,000 and less than \$15,000	23,314,928	24,525,244	861,192	863,650	--
Annual School Fee between \$15,000 and less than \$20,000	43,958,980	43,958,980	1,825,643	1,825,643	--
Annual School Fee between \$20,000 and less than \$25,000	55,456,772	44,518,947	3,992,745	3,566,029	--
Annual School Fee between \$25,000 and less than \$30,000	0	0	0	0	--
Annual School Fee between \$30,000 and less than \$35,000	31,128,890	30,388,786	2,747,464	2,696,478	--
Annual School Fee between \$35,000 and less than \$40,000	31,559,295	31,559,295	8,504,727	8,504,727	--
Annual School Fee of \$40,000 or more	47,866,467	36,233,181	11,149,799	10,793,396	--

Note 1: Relevant information for the 2013/14 and 2014/15 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and includes the net book value of additional school buildings and constructions within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

**Table 10** <sup>Note 1</sup>

2010/11 School Year

DSS Secondary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Scholarship Note 3	Median Annual Expenditure of Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$5,000	35,850,488	37,387,759	515,410	505,560	--
Annual School Fee between \$5,000 and less than \$10,000	107,597,296	30,546,848	611,953	566,123	--
Annual School Fee between \$10,000 and less than \$15,000	36,699,802	30,857,570	893,864	729,420	--
Annual School Fee between \$15,000 and less than \$20,000	37,715,905	35,625,137	1,183,698	974,341	--
Annual School Fee between \$20,000 and less than \$25,000	35,188,253	40,065,354	1,652,759	1,783,052	--
Annual School Fee between \$25,000 and less than \$30,000	45,465,760	30,904,620	1,919,277	1,542,010	--
Annual School Fee between \$30,000 and less than \$35,000	73,784,184	73,784,184	4,696,593	4,696,593	--
Annual School Fee between \$35,000 and less than \$40,000	157,057,654	45,572,309	4,110,585	2,671,919	--
Annual School Fee of \$40,000 or more	97,374,164	73,438,775	8,404,902	5,533,872	--

2011/12 School Year

DSS Secondary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Scholarship Note 3	Median Annual Expenditure of Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$5,000	26,632,108	23,558,020	693,978	614,379	--
Annual School Fee between \$5,000 and less than \$10,000	138,243,357	29,960,505	925,185	852,846	--
Annual School Fee between \$10,000 and less than \$15,000	27,252,160	25,850,547	1,098,312	1,039,150	--
Annual School Fee between \$15,000 and less than \$20,000	24,466,769	26,067,821	1,190,241	1,065,239	--
Annual School Fee between \$20,000 and less than \$25,000	32,596,667	35,586,663	2,096,700	1,486,368	--
Annual School Fee between \$25,000 and less than \$30,000	38,376,418	27,161,961	2,466,779	2,082,706	--
Annual School Fee between \$30,000 and less than \$35,000	46,201,963	46,201,963	5,626,941	5,626,941	--
Annual School Fee between \$35,000 and less than \$40,000	82,296,865	63,849,771	8,573,799	6,094,652	--
Annual School Fee of \$40,000 or more	34,507,916	22,848,230	7,756,906	5,335,825	--

## 2012/13 School Year

DSS Secondary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Scholarship Note 3	Median Annual Expenditure of Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$5,000	21,987,308	20,175,828	646,351	593,770	--
Annual School Fee between \$5,000 and less than \$10,000	27,638,797	23,105,724	916,594	932,542	--
Annual School Fee between \$10,000 and less than \$15,000	24,537,913	25,395,898	892,462	871,450	--
Annual School Fee between \$15,000 and less than \$20,000	36,796,511	36,999,982	1,572,190	1,499,484	--
Annual School Fee between \$20,000 and less than \$25,000	41,547,546	41,649,490	1,816,208	1,714,178	--
Annual School Fee between \$25,000 and less than \$30,000	41,857,867	30,576,885	3,108,877	2,977,909	--
Annual School Fee between \$30,000 and less than \$35,000	4,013,725	4,013,725	1,292,900	1,292,900	--
Annual School Fee between \$35,000 and less than \$40,000	67,626,228	82,940,511	10,037,269	8,504,727	--
Annual School Fee of \$40,000 or more	32,397,374	16,752,429	6,515,315	5,898,682	--

Note 1: Relevant information for the 2013/14 and 2014/15 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and includes the net book value of additional school buildings and constructions within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

**Number and Percentage of Secondary 6/7 Graduates  
Studying Bachelor's Degree Programmes from the 2010/11 to 2014/15 School Years** <sup>Note 1</sup>

**Table 11**

(Number and Percentage of Secondary 6/7 Graduates Studying Bachelor's Degree Programmes in Hong Kong)

School Year	Government Schools		Aided Schools <sup>Note 2</sup>		Others <sup>Note 2</sup>		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2010/11	1 021	55.5	10 337	50.8	1 780	38.0	13 138	48.9
2011/12	1 756	43.0	15 047	34.7	2 161	42.5	18 964	36.1
2012/13	1 765	45.1	15 522	34.2	2 814	44.9	20 101	36.2
2013/14	1 794	47.7	15 942	36.6	2 942	47.2	20 678	38.7
2014/15 <sup>Note 3</sup>	--	--	--	--	--	--	--	--

**Table 12**

(Number and Percentage of Secondary 6/7 Graduates Studying Bachelor's Degree Programmes Overseas among those Secondary 6/7 graduates studying outside Hong Kong)

School Year	Secondary 6/7 Graduates Studying Bachelor's Degree Programmes Overseas		Number of Secondary 6/7 Graduates Studying outside Hong Kong
	Number	Percentage	
2010/11 <sup>Note 4</sup>	--	--	--
2011/12	2 827	66.8	4 234
2012/13	4 194	75.1	5 582
2013/14	4 664	77.2	6 044
2014/15 <sup>Note 3</sup>	--	--	--

Note 1: A number of schools and secondary 6/7 graduates did not respond to the surveys concerning the secondary 6/7 students' pathway. As the activity status of those non-responded students was likely to be totally different from that of the responded students, the figures provided above should only be taken as a raw reference.

Note 2: Schools classified under "Others" include DSS and local private schools. Data of Caput schools were also included under "Others" in the 2010/11 school year. With effect from the 2011/12 school year, the relevant data have been included under aided schools.

Note 3: Since the 2014/15 school year has not yet been concluded, the relevant figures are not yet available.

Note 4: No relevant data were collected in that school year.

**Number of Primary and Secondary Schools Having Applied to Join DSS  
from the 2010/11 to 2014/15 School Years**

**Table 13**

School Year	District	Number of Aided Primary Schools Having Applied to Join DSS	Number of Aided Secondary Schools Having Applied to Join DSS	Other Categories <small>Note</small>	Total
2010/11	Kowloon City	0	1	0	1
2011/12	Kwun Tong	0	0	1	1
2012/13	Wan Chai	0	1	0	1
2013/14	--	0	0	0	0
2014/15	--	0	0	0	0

**Table 14**

School Year	District	Number of Aided Primary Schools Approved to Join DSS	Number of Aided Secondary Schools Approved to Join DSS	Other Categories <small>Note</small>	Total
2010/11	Kowloon City	0	1	0	1
2011/12	Kwun Tong	0	0	1	1
2012/13	Wan Chai	0	0	0	0
2013/14	--	0	0	0	0
2014/15	--	0	0	0	0

Note: Schools under “Other Categories” are Caput schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB081**

**(Question Serial No. 2971)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) Please provide the number of students who accepted Direct Subsidy Scheme (DSS) and private school primary school places and withdrew from or never participated in the Primary One Admission (POA) system for the past five years (from 2010-11 to 2014-15).
- (b) Please provide the number of students who accepted Direct Subsidy Scheme (DSS) and private school secondary school places and withdrew from the Secondary School Places Allocation (SSPA) system for the past five years (from 2010-11 to 2014-15).

Asked by: Hon IP Kin-yuen (Member Question No. 35)

Reply:

- (a) The number of students who had participated in the Primary One Admission (POA) System but subsequently withdrawn from the System during the POA cycle due to admission by other primary schools not under the System is 2 533, 2 626, 2 903, 2 933 and 2 870 in the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years respectively. The share of students in Direct Subsidy Scheme, international (including English Schools Foundation schools) and private primary schools who are eligible for participating in the POA System, and in turn the number of students who accepted the places in these schools and had never participated in the POA System is not available.
- (b) The number of Primary 6 students who had participated in the Secondary School Places Allocation (SSPA) System but subsequently withdrawn from the System during the SSPA cycle due to admission by other secondary schools not under the System are 3 741, 3 648, 4 197, 4 115 and 4 237 in the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years respectively.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB082**

**(Question Serial No. 2972)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding Direct Subsidy Scheme (DSS) schools which offered a non-local curriculum on top of the local curriculum in the past 5 school years (from 2010/11 to 2014/15 school years), please list out the number and names of such DSS primary and secondary schools, the number of students taking the non-local curriculum at senior secondary stage, as well as the percentage of those students out of the total senior secondary students in those schools.

Asked by: Hon IP Kin-yuen (Member Question No. 36)

Reply:

A list of DSS schools offering a non-local curriculum on top of the local curriculum, the number of students studying the non-local curriculum stream in receipt of DSS subsidies and the percentage of those students out of the total senior secondary students in their respective schools from the 2010/11 to the 2014/15 school years are at Appendix.

**List of DSS Secondary Schools offering a Non-local Curriculum on top of the Local Curriculum  
with Number and Percentage of Students from 2010/11 to 2014/15**

	School Year Name of School	Number of students taking non-local curriculum and Percentage of these students (in bracket) out of the total senior secondary students <sup>Note</sup>				
		2010/11	2011/12	2012/13	2013/14	2014/15
1	Creative Secondary School	58 (23.7%)	101 (32.7%)	95 (29.6%)	105 (30.3%)	116 (31.4%)
2	Diocesan Boys' School	34 (5.4%)	81 (11.5%)	94 (14.4%)	109 (16.3%)	119 (17.6%)
3	ELCHK Lutheran Academy	-	-	-	-	30 (17.3%)
4	St Paul's Co-educational College	-	28 (4.5%)	53 (9.3%)	54 (9.6%)	62 (11.1%)
5	St Paul's Convent School	79 (13.7%)	87 (15.1%)	109 (19.2%)	137 (26.1%)	123 (23.9%)
6	The Hong Kong Chinese Christian Churches Union Logos Academy	-	22 (5.7%)	59 (12.6%)	80 (15.7%)	100 (18.3%)
7	YMCA of Hong Kong Christian College	45 (9.0%)	133 (24.0%)	121 (26.9%)	143 (31.0%)	135 (29.5%)

Note : - As at September of the school year.

- No DSS primary schools offer a non-local curriculum stream.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB083**

**(Question Serial No. 2973)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding non-Hong Kong-permanent-resident students studying in Direct Subsidy Scheme (DSS) schools, please tabulate the names of those DSS primary and secondary schools, numbers of those students and their percentages out of the total students in those schools, as well as the tuition fee collected by those schools every school year in the past 5 school years (from 2010/11 to 2014/15 school years).

Asked by: Hon IP Kin-yuen (Member Question No. 37)

Reply:

We do not collect information on the residence status of students and hence are unable to readily provide relevant statistics regarding non-Hong Kong-permanent-resident students studying in schools under the Direct Subsidy Scheme in the past 5 school years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB084****(Question Serial No. 2974)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide in the tables below the numbers of Direct Subsidy Scheme (DSS) schools, private independent schools and private schools which offer non-local curriculum and their percentage shares as well as the numbers of international schools approved by the Education Bureau (EDB) under each of the above types of schools for the past 5 school years (from 2010/11 to 2014/15):

**(a) Primary curriculum**

School year	DSS			Private independent			Private		
	Number	Percentage	Number of EDB-approved international schools	Number	Percentage	Number of EDB-approved international schools	Number	Percentage	Number of EDB-approved international schools

**(b) Secondary curriculum**

School year	DSS			Private independent			Private		
	Number	Percentage	Number of EDB-approved international schools	Number	Percentage	Number of EDB-approved international schools	Number	Percentage	Number of EDB-approved international schools


Asked by: Hon IP Kin-yuen (Member Question No. 38)

Reply:

Information on the number and the percentage share of Direct Subsidy Scheme (DSS) schools and Private Independent Schools (PIS) offering non-local curricula solely / on top of the local curriculum, and international schools (including English Schools Foundation (ESF) schools) offering non-local curricula in the past 5 years (i.e. from 2010/11 to 2014/15 school years) is tabulated below. EDB does not have any data regarding the number of private schools offering non-local curricula besides PIS and international schools.

(a) Primary school (offering a non-local curriculum)

School year	DSS		PIS		International schools	
	Number	Percentage	Number	Percentage	Number	Percentage
2010/11	0	0	6	86%	40	100%
2011/12	0	0	6	75%	40	100%
2012/13	0	0	6	75%	41	100%
2013/14	0	0	6	75%	43	100%
2014/15	0	0	6	75%	45	100%

(b) Secondary school (offering a non-local curriculum)

School year	DSS		PIS		International schools	
	Number	Percentage	Number	Percentage	Number	Percentage
2010/11	5	8%	7	88%	27	100%
2011/12	7	11%	7	88%	27	100%
2012/13	7	11%	7	88%	29	100%
2013/14	7	11%	7	88%	29	100%
2014/15	8	13%	7	88%	30	100%

- Notes: (1) Percentages refer to the share of the schools in question among all the schools in the respective category (i.e. DSS schools, PIS or international schools).  
(2) International schools include English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.  
(3) International schools offering both primary and secondary levels are counted once in each level in the above table.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB085**

**(Question Serial No. 2975 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) Please list the names of international schools that were newly-developed or expanded, numbers of school places to be provided at different levels and the districts in which they were located in the past 5 school years (from 2010/11 to 2014/15); and
- (b) In the past 5 school years (from 2010/11 to 2014/15), how many international school operators applied from the Government for allocation of sites or vacant school premises and in which districts were the allocated sites or vacant school premises located? What were the amounts of interest-free loans the operators applied from the Government?

Asked by: Hon IP Kin-yuen (Member Question No. 39 )

Reply:

- (a) International schools which were newly developed or expanded during the past five school years from 2010/11 to 2014/15, the number of school places to be provided by the newly-developed schools / brought by the expansion, and the districts in which they are located are set out at Annex.
- (b) All vacant school premises and greenfield sites for international school development are allocated through an open and competitive school allocation exercise (SAE) in accordance with prevailing practice. Between the 2010/11 and 2014/15 school years, one SAE for international school development was completed in 2013, under which 34 applications were received and three vacant school premises located in Southern District, Eastern District and Kwun Tong District respectively were allocated to three successful applicants. Another SAE involving two vacant school premises and three greenfield sites was launched in 2014 and the results will be available shortly.

International school operators allocated with greenfield sites may apply for capital assistance in the form of a 10-year interest-free loan for the construction of school premises which is subject to approval by the Finance Committee of the Legislative Council. Between the 2010/11 and 2014/15 school years, the Finance Committee approved three such applications. The total amount of loan approved is \$634.29 million.

**Details of newly developed or expanded international schools  
(From 2010/11 to 2014/15 school years)**

<b>Name of school</b>	<b>Number of school places<sup>1</sup> to be provided at the newly developed school / brought by expansion of the school</b>	<b>District where the school is located</b>
<u>Newly developed international schools</u>		
Kellett School (Kowloon Bay campus)	880 places, comprising 264 primary places and 616 secondary places.	Kwun Tong
Hong Kong Academy	634 places, comprising 284 primary places and 350 secondary places.	Sai Kung
Harrow International School	1 150 places, comprising 400 primary places and 750 secondary places.	Tuen Mun
Carmel School	432 places, comprising 96 primary places and 336 secondary places.	Eastern
International Montessori School (Stanley campus)	750 primary places.	Southern
Nord Anglia International School Hong Kong	660 places, comprising 484 primary places and 176 secondary places.	Kwun Tong
<u>Expanded international schools</u>		
King George V School	200 additional secondary places.	Kowloon City

Note 1: This is the number of school places that the schools are expected to provide progressively in line with their proposals.

– End –

**CONTROLLING OFFICER'S REPLY**

**EDB086**

**(Question Serial No. 2976)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the small class teaching (SCT) policy in primary and secondary schools,

(a) please give a breakdown, for each of the 18 districts in Hong Kong from the 2011/12 school year to the 2014/15 school year:

(1) of the number of primary schools implementing SCT with a class size of 25, their percentage share in the total number of primary schools in the respective districts, and the number of Primary 1 (P1) places and students in the respective districts;

(2) of the number of schools maintaining non-SCT arrangements in each district and their percentage share in the total number of primary schools in the respective districts;

(3) of the number of schools which have implemented SCT but needed to increase the number of allocated P1 students per class, their respective class size upon such allocation, their percentage share in the total number of primary schools in the respective districts, as well as their numbers of students involved;

(b) what is the number of schools implementing SCT and subsequently were requested to increase the number of allocated P1 students in the 2013/14 school year and the 2014/15 school year, as well as the estimated number in the 2015/16 school year? What were the additional expenditure involved and its breakdown?

(c) regarding those schools which were required to increase their number of P1 classes due to insufficient school places from the 2011/12 school year to the 2014/15 school year, please provide the number of those schools, their respective districts as well as the class number and class size of each school involved;

(d) for those with additional P1 classes, how many schools and classes have made use of vacant classrooms, how many of them have converted special rooms/activity rooms, how many of them have carried out works for addition of classrooms for such purpose? And

(e) does the Administration plan to implement SCT at the junior secondary stage? If yes, what are the timetable and estimated expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 40)

Reply:

(a)(1) & (2) The number of public sector primary schools by district with breakdown of schools implementing small class teaching (i.e. allocated 25 students per Primary One (P1) class)



and those maintaining 30 students per P1 class from the 2011/12 to 2014/15 school years, as well as the total number of P1 places and students in the respective school years, are tabulated at [Annex A](#).

- (a)(3) According to the latest information available, the school-age population aged 6 is projected to increase temporarily in the coming few years and reach the peak in 2018, and then decrease progressively to a stable level. The school-age population aged 6 is generally considered appropriate for admission to P1. The demand for public sector P1 places is also projected to increase correspondingly in this transitional period.

The projected transient increasing demand for P1 places in the run up to 2018 is mainly due to babies born to Mainland women in Hong Kong whose spouses are not Hong Kong permanent residents, i.e. Type II babies, before the implementation of the “zero delivery quota” policy in 2013. Nonetheless, any deviations in the assumptions (such as the actual numbers of Type II babies to settle in Hong Kong for settlement and the timing) from the eventual situation may render the projected figures different from the actual turnout figures. For those Type II babies that do not return to Hong Kong for settlement, some of them will attend school in Hong Kong every day as cross-boundary students (CBS). Among CBS are also children of Hong Kong residents living in Shenzhen and the number of CBS seeking admission to P1 is difficult to be predicted accurately. Besides, due to various factors in particular parental choice, there are uncertainties about the actual demand for school places in districts / school nets under the Primary One Admission (POA) System. These year-on-year changes are therefore not fully foreseeable.

To alleviate the impact of increasing CBS on primary schools in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child’s POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

In parallel, EDB and the school sector have reached a consensus that construction of new schools to meet the transient increase in demand should be avoided as far as possible in light of the scarcity of land resources. Instead, flexible arrangements including, among others, temporarily allocating more students to each P1 class should be adopted to increase the supply of P1 places during the transitional period.

The number of schools implementing small class teaching in the districts which have been allocated more students per P1 class under the POA to meet the projected transient increase in demand from the 2011/12 to 2014/15 school years, their percentage share in the total number of primary schools in the districts as well as the number of students involved are tabulated at [Annex B](#).

- (b) Various factors as elucidated in (a)(3) above have accounted for the need for temporary allocation of more P1 students per class in schools including schools implementing SCT in individual districts / school nets concerned in light of the demand for P1 places at the Central Allocation stage. Please refer to [Annex B](#) for the number of schools implementing SCT which were allocated temporarily more students per P1 class to meet the projected transient increase in demand with breakdown by district, and the increase in the number of places in the 2013/14 and 2014/15 school years. The relevant estimated figures for the 2015/16 school year have also been tabulated at [Annex B](#).

Under the prevailing arrangements, when schools implementing SCT are required to

temporarily increase the number of students to 30 per P1 class for the Central Allocation, eligible schools will be provided with a time-limited additional Assistant Primary School Master/Mistress (APSM) post for the cohort of students concerned for a period of six years (i.e. for the cohort to complete the six-year primary education in the school). This is in accordance with the provision of additional APSM posts by phases to schools maintaining 30 students per class upon the implementation of SCT progressively starting from P1 in public sector schools since the 2009/10 school year. In the case when the actual number of students allocated to each P1 class of a school (including schools implementing SCT) exceeds 30, EDB will provide the schools concerned with an additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of six years.

On top of the above-mentioned enhanced support, EDB will, starting from the 2015/16 school year, provide eligible schools implementing SCT with the Additional Learning Support Grant when they are temporarily allocated more students per P1 class up to a total of 30 students per class for the cohort of students concerned for a period of six years. The estimated expenditure with breakdown in the 2013/14, 2014/15 and 2015/16 school years is tabulated at Annex C.

- (c)&(d) Referring to the districts / school nets with temporary allocation of more students per P1 class from the 2011/12 to 2014/15 school years and as expected in the 2015/16 school year, 4 and 2 schools have changed the use of their other rooms (with no special / activity rooms involved) for operation of a total of 4 and 2 additional P1 classes in the 2013/14 and 2015/16 school years respectively. No schools in question changed the use of other rooms or special rooms for operation of additional P1 classes in the 2011/12, 2012/13 and 2014/15 school years.
- (e) Conceptually speaking, SCT is more a teaching strategy involving teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. International studies have suggested that SCT is more effective when students are of younger age and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. We have no plan to implement SCT in secondary schools (even at the junior stage) having regard to the afore-mentioned considerations.

District [school-netting under Primary One Admission System]	2011/12 school year					2012/13 school year					2013/14 school year					2014/15 school year				
	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students
Central & Western [Net 11]	17	10 [58.8]	7 [41.2]	1 235	1 166	17	10 [58.8]	7 [41.2]	1 210	1 194	17	10 [58.8]	7 [41.2]	1 385	1 396	16	10 [62.5]	6 [37.5]	1 360	1 394
Wan Chai [Net 12]	16	10 [62.5]	6 [37.5]	1 355	1 343	16	10 [62.5]	6 [37.5]	1 330	1 362	16	10 [62.5]	6 [37.5]	1 430	1 448	16	10 [62.5]	6 [37.5]	1 430	1 478
Eastern [Net 14 & 16]	27	17 [63]	10 [37]	2 450	2 324	27	17 [63]	10 [37]	2 600	2 473	27	17 [63]	10 [37]	2 775	2 718	27	17 [63]	10 [37]	2 800	2 830
Southern [Net 18]	11	9 [81.8]	2 [18.2]	895	850	11	9 [81.8]	2 [18.2]	870	804	11	9 [81.8]	2 [18.2]	920	898	11	9 [81.8]	2 [18.2]	920	884
Yau Tsim Mong [Net 31 & 32]	19	8 [42.1]	11 [57.9]	1 910	1 781	19	11 [57.9]	8 [42.1]	1 925	1 930	19	11 [57.9]	8 [42.1]	2 075	2 115	19	11 [57.9]	8 [42.1]	2 200	2 219
Sham Shui Po [Net 40]	21	8 [38.1]	13 [61.9]	2 125	2 052	21	12 [57.1]	9 [42.9]	2 135	2 167	21	12 [57.1]	9 [42.9]	2 310	2 398	21	12 [57.1]	9 [42.9]	2 390	2 434
Kowloon City [Net 34, 35 & 41]	33	23 [69.7]	10 [30.3]	3 005	2 938	33	23 [69.7]	10 [30.3]	3 105	3 158	33	23 [69.7]	10 [30.3]	3 205	3 151	33	23 [69.7]	10 [30.3]	3 180	3 271
Wong Tai Sin [Net 43 & 45]	27	24 [88.9]	3 [11.1]	2 315	2 157	27	24 [88.9]	3 [11.1]	2 365	2 287	27	24 [88.9]	3 [11.1]	2 440	2 521	27	24 [88.9]	3 [11.1]	2 690	2 706
Kwun Tong [Net 46 & 48]	32	26 [81.3]	6 [18.7]	3 590	3 572	32	27 [84.4]	5 [15.6]	3 670	3 786	32	27 [84.4]	5 [15.6]	3 820	3 929	32	27 [84.4]	5 [15.6]	4 185	4 061
Sai Kung [Net 95]	22	22 [100]	0 [0]	1 875	1 766	22	22 [100]	0 [0]	1 950	1 827	22	22 [100]	0 [0]	2 075	1 996	22	22 [100]	0 [0]	2 250	2 192
Sha Tin [Net 88, 89 & 91]	38	28 [73.7]	10 [26.3]	3 645	3 541	38	28 [73.7]	10 [26.3]	3 765	3 733	38	28 [73.7]	10 [26.3]	4 040	4 139	38	28 [73.7]	10 [26.3]	4 315	4 404
Tai Po [Net 84]	18	16 [88.9]	2 [11.1]	1 745	1 680	18	16 [88.9]	2 [11.1]	2 045	2 042	18	16 [88.9]	2 [11.1]	2 195	2 281	18	16 [88.9]	2 [11.1]	2 310	2 394
North [Net 80, 81 & 83]	28	18 [64.3]	10 [35.7]	2 830	2 995	28	18 [64.3]	10 [35.7]	3 187	3 233	28	18 [64.3]	10 [35.7]	3 527	3 495	28	18 [64.3]	10 [35.7]	3 115	3 334
Yuen Long [Net 72, 73 & 74]	45	40 [88.9]	5 [11.1]	3 950	3 953	45	40 [88.9]	5 [11.1]	4 375	4 367	45	40 [88.9]	5 [11.1]	4 750	4 841	45	40 [88.9]	5 [11.1]	5 484	5 500
Tuen Mun [Net 70 & 71]	34	29 [85.3]	5 [14.7]	3 040	2 984	34	30 [88.2]	4 [11.8]	3 345	3 306	34	30 [88.2]	4 [11.8]	3 715	3 776	34	30 [88.2]	4 [11.8]	4 020	4 028
Tsuen Wan [Net 62]	18	10 [55.6]	8 [44.4]	1 740	1 784	18	10 [55.6]	8 [44.4]	1 740	1 827	18	10 [55.6]	8 [44.4]	1 815	2 130	18	10 [55.6]	8 [44.4]	2 080	2 146
Kwai Tsing [Net 64, 65 & 66]	33	21 [63.6]	12 [36.4]	3 190	3 010	33	22 [66.7]	11 [33.3]	3 270	3 099	33	22 [66.7]	11 [33.3]	3 270	2 923	33	22 [66.7]	11 [33.3]	3 030	2 947
Islands [Net 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	905	828	16	15 [93.8]	1 [6.2]	855	798	16	15 [93.8]	1 [6.2]	855	795	16	15 [93.8]	1 [6.2]	830	787

## Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2011, 2012, 2013 and 2014.
- Figures on total no. of Primary One students in 2013/14 and 2014/15 refer to enrolment in public sector schools by administrative districts, instead of POA school nets.

	2011/12 school year (Note 1)	2012/13 school year (Note 1)	2013/14 school year (Note 1)	2014/15 school year (Note 1)			2015/16 school year (Note 1 & 2)	
District	North District	North District	North District	Kwun Tong	Yuen Long (Note 3)	Tai Po	Yuen Long (Note 3)	Tai Po
Total number of schools implementing small class teaching (SCT)	18	18	18	27	16	16	16	16
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district )	16 (57%)	16 (57%)	18 (64%)	24 (75%)	16 (76%)	16 (89%)	Estimated to be 16 (76%)	Estimated to be 16 (89%)
Number of students per P1 class upon allocation	26	27	32	30	31 for School Net 73 30 for School Net 74	30	Estimated to be 30	Estimated to be 30
Number of students allocated	64	122	448	528	302	340	NA	NA

Notes:

1. Figures refer to schools participating in Primary One Admission (POA) 2011, 2012, 2013, 2014 and 2015.
2. The situation of the 2015/16 school year is an estimated one which was worked out based on the number of POA applicants as at early February 2015. The total number of additional P1 places involved is estimated to be 280 in Yuen Long (school nets 73 and 74 only) and 335 in Tai Po.
3. Under the POA System, Yuen Long comprises School Nets 72, 73 and 74. The temporary arrangement of allocating more students per P1 class was adopted and would be adopted in School Nets 73 and 74 only in the 2014/15 school year and 2015/16 school year respectively. The schools in School Net 72 are therefore not included in the above table.

**Additional expenditure for schools implementing small class teaching  
with temporary increase of number of students allocated per P1 class  
in the 2013/14, 2014/15 and 2015/16 school years**

Breakdown of additional expenditure	2013/14 school year (Note 1)	2014/15 school year (Note 1)	2015/16 school year (Note 1 & 2)
Provision of time-limited additional APSM posts for the cohort of students concerned for a period of six years (Note 3)	\$ 7.4 million	\$ 31.1 million	\$ 31.1 million
Provision of additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of six years	\$ 6.5 million	\$ 6.7 million	\$ 6.7 million
Provision of Additional Learning Support Grant for the cohort of students concerned for a period of six years	Not applicable	Not applicable	\$ 8.3 million
Total:	\$ 13.9 million	\$ 37.8 million	\$ 46.1 million

Notes:

1. The number of schools implementing SCT temporarily allocated with more students per P1 class to meet the projected transient increase in demand for the 2013/14 and 2014/15 school years and the estimated number for the 2015/16 school year are at Annex B.
2. The situation of the 2015/16 school year is an estimated one which was worked out based on the number of POA applicants as at early February 2015.
3. The additional cost for provision of the time-limited additional APSM posts was worked out based on the mid-point salary of the prevailing APSM post.

- End -

**CONTROLLING OFFICER'S REPLY****EDB087****(Question Serial No. 2977)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

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

- (a) the staff establishment of guidance teachers in primary schools and their ratio to students, the number of primary schools in receipt of the said grant and their percentage among all primary schools in the territory from the 2012/13 to 2014/15 school years;
- (b) the number of social workers, student guidance officers and teachers employed by primary schools with the said grant from the 2012/13 to 2014/15 school years, broken down by name of schools in each of the 18 districts within the territory;
- (c) the total expenditure on the Student Guidance Service Grant from the 2012/13 to 2014/15 school years and the estimated expenditure for the 2015/16 school year; and
- (d) given that the high annual wastage of guidance teachers has affected the continuity of guidance, whether the Administration has any plan to improve, take forward or review the above service; if yes, the total estimated expenditure to be involved.

Asked by: Hon IP Kin-yuen (Member Question No. 41)

Reply:

(a) and (b) Since the 2006/07 school year, the manning ratio of student guidance officer/teacher has been improved to one for each public sector primary school with 18 or more classes. For public sector primary schools with 5 to 17 classes, they are provided with 0.5 student guidance officer/teacher. Primary schools opting for the Student Guidance Service (SGS) Grant may, based on their own needs, procure student guidance service from non-governmental organisations or recruit full-time or part-time student guidance personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience. To further enhance student guidance service, a top-up SGS Grant has been provided to all public sector primary schools starting from the 2012/13 school year. Therefore, the concepts of "staff establishment" and teacher-student ratio are not appropriate due to the flexibility given to schools in deciding their own modality of service delivery as well as the specific types of professional expertise that they wish to procure.

In the 2012/13, 2013/14 and 2014/15 school years, 302 (67%), 309 (68%) and 312 (69%) public sector primary schools are provided with SGS Grant respectively to employ student guidance personnel or procure student guidance service. Under school-based management, schools are entrusted with the responsibility, and thus held accountable for effective use of the SGS Grant for its intended purposes. Schools need not report to the Education Bureau (EDB) the details of student guidance personnel employed through the SGS Grant. Hence, we do not have the data required.

(c) The total expenditure on the SGS Grant, including the top-up grant, for the 2012/13 and 2013/14 school years is \$184.2 million and \$200.4 million respectively, and is estimated to be about \$216.4 million and \$237.9 million for the 2014/15 and 2015/16 school years respectively.

(d) All primary schools have been required to provide a school-based, holistic and integrated guidance service under the Comprehensive Student Guidance Service implemented since the 2002/03 school year. Currently, teachers are working in collaboration with student guidance personnel and professionals to provide remedial, preventive and developmental guidance services for all students. This Whole School Approach helps the establishment of a robust student guidance system for sustainable service, while minimising the impact arising from staff turnover. EDB has been gauging feedback from schools through school visits and other established channels for service improvement. The feedback thus gauged suggests that, overall, the existing mode of funding is able to meet the diversified needs of primary schools and is well received by schools and school sponsoring bodies. Hence, as of now, EDB has no plan to change the existing funding mode which recognizes the diverse needs of different schools and allows schools to have flexibility in resource deployment to meet their identified needs in a specific manner.

- End -

**CONTROLLING OFFICER'S REPLY****EDB088****(Question Serial No. 2978)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Given that the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" accepted school applications in 4 phases, the 2011/12 school year was the last phase; the duration for every participating school was 3 years, therefore, the 2013/14 school year was the last year for schools to implement the Scheme. What were the details of the Scheme implementation? Will the Bureau review the effectiveness of the Scheme? What were the details? Will the Scheme be extended? If yes, what is the plan? What are the expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 42)

Reply:

The Government is committed to promoting trilingualism, i.e. nurturing students' ability to communicate effectively in English, Cantonese and Putonghua. The Chinese Language Education Key Learning Area provides a primary Chinese Language curriculum and a secondary Chinese Language curriculum under one central curriculum framework. The central curriculum framework gives schools and teachers the flexibility to plan and develop a range of diverse strategies to meet their students' varied needs. In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances.

In the 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which wished to try out using Putonghua to teach the Chinese Language subject. The Support Scheme was carried out in four phases, providing support to 40 schools, both primary and secondary, in each phase. Applications from schools were invited once every year from the 2008/09 to 2011/12 school years. Each school received support for three consecutive school years. Details are tabulated below:

School Year	Phase 1	Phase 2	Phase 3	Phase 4
2008/09	40 schools (10 secondary & 30 primary)			
2009/10	ditto	40 schools (6 secondary & 34 primary)		



School Year	Phase 1	Phase 2	Phase 3	Phase 4
2010/11	ditto	ditto	40 schools (6 secondary & 34 primary)	
2011/12		ditto	ditto	40 schools (6 secondary & 34 primary)
2012/13			ditto	ditto
2013/14				ditto

The support measures given to schools include: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using Putonghua to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers' exposure to different teaching practices. In addition, a supply teacher grant is also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes.

Questionnaire surveys were conducted in each participating school every school year to evaluate the effectiveness of the support measures under the Support Scheme. Reports showed that most of the participating schools were satisfied with the support measures provided. The Support Scheme was completed in August 2014 and is currently under review. No further expenditure is expected in 2015-16. However, the Education Bureau continues to give schools professional support on teaching the Chinese Language subject irrespective of whether the schools' medium of instruction is Putonghua or Cantonese.

- End -

**CONTROLLING OFFICER'S REPLY****EDB089****(Question Serial No. 2979)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Student Assessment (SA) and the Territory-wide System Assessment (TSA) under the Basic Competency Assessment, please provide the following information:

(a) the numbers of schools participated in SA, their percentage share in the respective school types and the numbers of students participated in SA by school type from the 2010/11 to 2014/15 school years;

(b) the respective numbers of primary 3, primary 6 and secondary 3 students participated in TSA, the respective numbers of students with special educational needs (SEN) and non-Chinese speaking (NCS) students among them, the numbers of students that have used the support measures provided for students with SEN and NCS students to participate in the assessment in Chinese Language when doing TSA (such as screen readers for the visually impaired students, notes to students in both Chinese and English for NCS students) and their respective percentage share from the 2010/11 to 2014/15 school years in the form of the enclosed table;  
(enclosed table)

	No. of students participated in TSA (person)				
	2010/11	2011/12	2012/13	2013/14	2014/15
Primary 3					
Students with SEN (person)					
Students that have used the related support measures/percentage share (%)					
NCS students (person)					
Students that have used the support measures for the assessment in Chinese Language/percentage share (%)					
Primary 6					
Students with SEN (person)					
Students that have used the related support measures/percentage share (%)					
NCS students (person)					
Students that have used the support measures for the assessment in Chinese Language/percentage share (%)					
Secondary 3					
Students with SEN (person)					
Students that have used the related support measures/percentage share (%)					
NCS students (person)					
Students that have used the support measures for the assessment in Chinese Language/percentage share (%)					

(c) the total expenditure on the overall services of the Basic Competency Assessment, the respective expenditures on SA and TSA, the respective expenditures on provision of all the support measures to students with SEN and NCS students, and the respective estimated expenditures for the 2015/16 school year on SA and TSA; and

(d) it is stated in the Director of Audit's Report No. 63 that the utilisation of the SA service was low in the past 3 years, how will the Administration review this? Is there a plan to raise the utilisation rate? Will cancellation of SA be considered?

Asked by: Hon IP Kin-yuen(Member Question No. 43)

Reply:

- (a) The number of primary and secondary schools which participated in the Student Assessment (SA), their percentage share in the respective school types and the number of login records in SA from the school year 2010/11 to 2013/14 are listed below –

School year	2010/11	2011/12	2012/13	2013/14
No. of primary schools using SA	159	191	208	222
Percentage of primary schools using SA	31%	37%	40%	46%
No. of login records by primary school students	358,623	327,951	455,292	392,600

School year	2010/11	2011/12	2012/13	2013/14
No. of secondary schools using SA	61	78	92	137
Percentage of secondary schools using SA	13%	17%	20%	34%
No. of login records by secondary school students	88,351	72,603	75,845	101,866

- (b) Schools identify students with Special Educational Needs (SEN) and Non-Chinese Speaking (NCS) students who need facilitation measures in taking the Territory-wide System Assessment (TSA). The numbers of primary 3, primary 6 and secondary 3 students who participated in TSA and the respective number of SEN and NCS students among them from the school year 2010/11 to 2013/14 are listed in the table below -

	School year			
	2010/11	2011/12	2012/13	2013/14
<b>Primary 3</b>				
No. of students participated in TSA	49519	47094	46343	47776
No. of students with SEN participated in TSA*	4061	4203	4285	4984
No. of NCS students participated in Chinese Language assessment*	873	921	913	982
<b>Primary 6</b>				
No. of students participated in TSA	57328	5694	52510	4012
No. of students with SEN participated in TSA*	3180	365	3758	329
No. of NCS students participated in Chinese Language assessment*	816	80	826	91
<b>Secondary 3</b>				
No. of students participated in TSA	75103	71006	65344	59725
No. of students with SEN participated in TSA*	1768	1863	2227	2385
No. of NCS students participated in Chinese Language assessment*	327	352	410	430

\*These students with SEN and NCS students were all provided with facilitation measures according to their needs.

The figures for the school year 2014/15 are not yet available as TSA would be held in June 2015.

- (c) The total expenditure on the Basic Competency Assessment (BCA) programme for the period from January 2011 to December 2014 was around \$318.9 million. The expenditure on SA and TSA was \$99.5 million and \$219.4 million respectively, from which about \$0.64 million was spent on the provision of the facilitation measures for students with SEN and NCS students who participated in TSA. The estimated expenditure on SA and TSA in 2015 is \$1.5 million and \$73.9 million respectively. The Education Bureau is planning to upgrade SA to a new online assessment bank which covers the full curriculum of three core subjects (Chinese Language, English Language and Mathematics). Therefore, during the transitional period, the service provider of BCA programme would only be requested to maintain the SA system from 2015 onwards without the need for producing new assessment items, resulting in a drop in the cost for SA under the BCA programme.
- (d) To better understand the utilisation of SA, a survey on the views of the teacher users of SA was conducted in July 2014. One of the major reasons which accounted for the rather low utilisation of the SA was that the assessment questions were only confined to basic competencies. In other words, schools with high performing students found SA not useful in enhancing their daily learning. As mentioned in (c) above, the Education Bureau is planning to upgrade SA to a new online assessment bank which covers the full curriculum of the three core subjects, not just basic competencies. We hope the new online assessment bank would cater for a wider spectrum of student abilities and provide schools with an assessment tool which helps teachers identify students' strengths and weaknesses, thereby improving learning and teaching.

- End -

**CONTROLLING OFFICER'S REPLY****EDB090****(Question Serial No. 2980)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

(a) For the 2014/15 school year, please provide the number of aided primary and secondary schools which have employed teachers for a defined contract period (DCP) to fill permanent teaching posts within their approved teaching establishment, and the number of such contract teachers. Please set out the figures for each of the 18 school districts in the form of annexes (as illustrated below):

## Aided secondary schools (Annex 1)

EDB school district	Number of aided secondary schools in the district	Employment of teachers on DCP terms to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers
School district			
Total			
Total balance for all districts:			

## Aided Primary Schools (Annex 2)

EDB school district	Number of aided primary schools in the district	Employment of teachers on DCP terms to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers
School district			
Total			
Total balance for all districts:			

(b) Regarding teachers employed on DCP terms to fill permanent teaching posts within the approved teaching establishment in the 2014/15 school year, what is their average total length of service in the same post in a school? What is their longest total length of service?

(c) Please provide a breakdown of the number of teachers employed on DCP terms to fill permanent teaching posts within the approved teaching establishment in primary and secondary schools and the respective increase / decrease in each of the school years from the 2010/11 to 2014/15 school years respectively; and

(d) Make a comparison of the change in the number of regular teachers on contract terms in primary and secondary schools between the 2013/14 and 2014/15 school years (as illustrated below):

#### Secondary Schools (Annex 3)

Changes between the 2013/14 and 2014/15 school years		Number of schools	Number of regular teachers on contract terms in the 2013/14 school year	Number of regular teachers on contract terms in the 2014/15 school year
Regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

#### Primary Schools (Annex 4)

Changes between the 2013/14 and 2014/15 school years		Number of schools	Number of regular teachers on contract terms in the 2013/14 school year	Number of regular teachers on contract terms in the 2014/15 school year
Regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Asked by: Hon IP Kin-yuen (Member Question No. 44)

Reply:

The posts in the approved teaching establishment of aided schools, except time-limited posts, are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Based on the provisional information provided by schools on the appointment of teachers, while most regular teachers do not have a fixed term of employment, a small number of regular teachers are employed for a clearly defined contract period (DCP). The reply to the four parts of the question is as follows:

(a) The number of regular teachers on DCP terms to fill regular posts in aided secondary and primary schools in the 2014/15 school year are at Annexes 1 and 2 respectively.

- (b) Among the 1 411 regular teachers on DCP terms in the 2014/15 school year, the average length of service as regular teachers on DCP terms in their existing schools is 1.9 years (up to the end of the 2014/15 school year), and the longest service being 9 years.
- (c) Statistics on the number of regular teachers on DCP terms from 2010/11 to 2014/15 school years are as follows:

	Number of regular teachers on DCP terms (Compare with previous school year)				
	2010/11	2011/12	2012/13	2013/14	2014/15
Aided Secondary Schools	1 199	1 299 (+100)	1 374 (+75)	1 101 (-273)	965 (-136)
Aided Primary Schools	477	482 (+5)	564 (+82)	566 (+2)	446 (-120)

- (d) Comparison on the number of regular teachers on DCP terms in aided secondary and primary schools of the 2013/14 and 2014/15 school years are at Annexes 3 and 4 respectively.

**Employment of Regular Teachers on Defined Contract Period Terms in 2014/15  
(Aided Secondary Schools)**

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Central & Western	8	3	0
		1	1
		1	5
		1	7
		1	8
		1	9
Wan Chai	9	9	0
Eastern	24	10	0
		3	1
		2	2
		1	3
		1	4
		1	5
		2	6
		1	7
		1	9
		2	11
Southern	14	3	0
		2	1
		4	2
		1	4
		1	7
		1	10
Sham Shui Po	15	2	13
		7	0
		4	1
		2	2
		1	4
Yau Tsim Mong	12	1	5
		3	0
		4	1
		2	2
		1	3
		1	4
Kowloon City	27	1	5
		12	0
		6	1
		2	2
		2	3
		1	4
		1	5
		1	6
Wong Tai Sin	22	2	8
		9	0
		1	1



EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		4 1 1 1 2 1 1 1	2 3 4 5 6 7 9 10
Kwun Tong	25	9 1 2 3 7 3	0 1 2 4 5 6
Tsuen Wan	13	3 2 1 2 2 1 2	0 3 4 5 6 7 8
Tuen Mun	36	13 4 5 4 1 4 2 1 1 1	0 1 2 3 4 5 6 8 9 14
Yuen Long	30	11 6 3 3 2 1 2 1 1	0 1 2 3 4 5 6 12 15
North	17	7 3 3 2 1 1	0 1 2 3 6 7
Tai Po	17	3 4 3 2 2	0 1 3 4 5

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		2	6
		1	7
Sha Tin	37	9	0
		4	1
		2	2
		5	3
		4	4
		4	5
		2	6
		1	7
		2	8
		2	9
		1	14
		1	15
Sai Kung	18	4	0
		2	1
		3	2
		4	3
		1	4
		1	5
		2	6
		1	9
Islands	7	3	0
		1	2
		1	4
		1	5
		1	8
Kwai Tsing	31	9	0
		4	1
		5	2
		2	3
		3	4
		5	6
		1	7
		1	8
		1	10
Total	362	127	0
		49	1
		40	2
		30	3
		24	4
		28	5
		26	6
		9	7
		10	8
		7	9
		3	10
		2	11
		1	12
		2	13
		2	14

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		2	15
Total balance for all districts	362	235#	965

Note      \*: Regular teachers on DCP terms include full-time and part-time teachers.  
              #: Number of schools with regular teachers on DCP terms.

**Employment of Regular Teachers on Defined Contract Period Terms in 2014/15  
(Aided Primary Schools)**

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Central & Western	14	12 1 1	0 2 4
Wan Chai	12	8 2 1 1	0 1 2 5
Eastern	22	13 3 5 1	0 1 2 5
Southern	9	4 4 1	0 1 3
Sham Shui Po	18	14 1 1 1 1	0 1 2 4 7
Yau Tsim Mong	17	13 1 1 1 1	0 2 3 6 9
Kowloon City	27	18 4 1 1 1 1 1	0 1 2 3 4 5 6
Wong Tai Sin	27	22 1 2 1 1	0 1 2 5 12
Kwun Tong	30	19 5 5 1	0 1 2 5
Tsuen Wan	19	15 2 2	0 1 2
Tuen Mun	33	19	0

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		3 3 3 2 2 1	1 3 4 5 6 10
Yuen Long	42	27 5 4 1 1 1 1 1 1	0 1 2 3 4 5 6 7 12
North	27	15 2 3 2 1 1 1 1 1	0 1 2 3 4 6 7 8 9
Tai Po	17	11 3 1 1 1	0 1 3 5 18
Sha Tin	37	24 5 6 2	0 1 2 5
Sai Kung	21	9 1 5 2 4	0 1 3 4 5
Islands	16	10 2 1 2 1	0 1 2 3 5
Kwai Tsing	30	21 1 3 3 1 1	0 1 2 3 7 8
Total	418	274 44	0 1

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		36	2
		20	3
		10	4
		16	5
		6	6
		4	7
		2	8
		2	9
		1	10
		2	12
		1	18
Total balance for all districts	418	144#	446

Note      \*: Regular teachers on DCP terms include full-time and part-time teachers.  
              #: Number of schools with regular teachers on DCP terms.

**Comparison on the Number of Regular Teachers on Defined Contract Period Terms  
in the 2013/14 and 2014/15 school years  
(Aided Secondary Schools)**

Comparison between 2013/14 and 2014/15	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2013/14	2014/15
Schools with increased number of regular teachers on DCP terms	10	0	1
	5	0	2
	2	0	3
	2	0	4
	2	0	5
	1	0	6
	1	0	8
	7	1	2
	1	1	3
	1	1	4
	7	2	3
	1	2	4
	1	2	5
	3	3	4
	2	3	5
	3	3	6
	5	4	5
	5	4	6
	1	4	7
	1	4	8
	2	5	6
	2	5	7
	1	5	9
	1	5	10
	1	6	8
	1	7	8
	1	7	9
	2	8	9
	1	8	12
	1	9	13
	1	10	14
Schools with unchanged number of regular teachers on DCP terms	96	0	0
	15	1	1
	15	2	2
	4	3	3
	5	4	4
	6	5	5
	6	6	6
	3	7	7
	3	8	8
	1	9	9
	2	10	10

Comparison between 2013/14 and 2014/15	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2013/14	2014/15
Schools with decreased number of regular teachers on DCP terms	20	1	0
	7	2	0
	13	2	1
	2	3	0
	4	3	1
	3	3	2
	2	4	0
	2	4	1
	4	4	2
	7	4	3
	4	5	1
	3	5	2
	5	5	3
	5	5	4
	1	6	1
	2	6	2
	2	6	3
	2	6	5
	1	7	2
	2	7	4
	5	7	5
	3	7	6
	1	8	3
	3	8	4
	3	8	5
	2	8	6
	2	8	7
	1	9	3
	2	9	4
	2	9	5
	1	9	6
	1	9	8
	1	10	6
	1	10	8
	1	10	9
	1	11	6
	1	11	9
	1	12	6
	1	12	7
	2	13	11
	1	14	13
	1	15	8
	1	15	14
	1	20	15
	1	24	15

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



**Comparison on the Number of Regular Teachers on Defined Contract Period Terms  
in the 2013/14 and 2014/15 school years  
(Aided Primary Schools)**

Comparison between 2013/14 and 2014/15	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2013/14	2014/15
Schools with increased number of regular teachers on DCP terms	16	0	1
	7	0	2
	4	0	3
	3	0	4
	1	0	5
	2	0	6
	8	1	2
	1	1	3
	1	1	5
	1	1	9
	1	1	12
	5	2	3
	2	2	4
	1	2	5
	1	2	6
	1	3	4
	6	3	5
	1	3	6
	2	4	5
	2	4	7
	1	4	9
	1	4	12
	1	5	8
	1	6	7
	1	6	10
Schools with unchanged number of regular teachers on DCP terms	205	0	0
	9	1	1
	6	2	2
	3	3	3
	1	4	4
	2	5	5
School with decreased number of regular teachers on DCP terms	27	1	0
	14	2	0
	12	2	1
	16	3	0
	2	3	1
	6	3	2
	4	4	0
	6	4	2
	4	4	3
	3	5	0
	2	5	1
	3	6	0
	1	6	1
	1	6	2
	1	6	3

Comparison between 2013/14 and 2014/15	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2013/14	2014/15
	1	6	4
	2	6	5
	2	7	1
	2	7	2
	2	7	3
	1	7	4
	2	7	6
	2	10	0
	1	10	7
	1	10	8
	1	15	5
	1	19	18

Note \*: Regular teachers on DCP terms include full-time and part-time teachers. Besides, two bi-sessional primary schools in the 2013/14 school year turned to one whole-day primary school in the 2014/15 school year are excluded from the calculation.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB091**

**(Question Serial No. 2981)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2 ) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools, please advise on:

- (a) the annual payroll cost of increasing the ratio of graduate teacher posts in public sector primary schools from 50% to 65% in three years;
- (b) whether the Administration has plans to increase the ratio of graduate teacher posts in secondary schools; if yes, please provide the implementation timetable and estimated expenditure involved;
- (c) the respective number, median age, average age, percentage and wastage rate of teachers appointed as graduate teachers and certificated masters/mistresses in public sector schools for the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years; and in respect of the latter, the number, median age, average age, percentage and wastage rate of those with a recognised degree; and
- (d) whether the Administration will review the policy concerned and set aside an amount in its budget to enable all teachers with a recognised degree to be appointed as graduate teachers so that they will no longer be exploited in terms of their salaries and benefits.

Asked by: Hon IP Kin-yuen (Member Question No. 45)

Reply:

(a) & (b)

The additional full year cost for enhancing the ratio of graduate teacher posts in public sector primary schools to 65% is estimated to be about \$328 million. As for public sector secondary schools, the ratio of graduate teacher posts has been increased to 85% since the 2009/10 school year. We have no immediate plan to further increase the ratio of graduate teacher posts in public sector secondary schools.

(c) The number and percentage of teachers appointed as graduate teachers and non-graduate

teachers and the respective median age, mean age and wastage rate of these teachers in public sector schools for the school years from 2010/11 to 2014/15 are as follows:

### Primary Schools (Government and Aided)

School Year	Graduate Teachers					Non-graduate Teachers				
	No. of teachers*	%	Median Age	Mean Age	Wastage rate (%) ^	No. of teachers*	%	Median Age	Mean Age	Wastage rate (%) ^
2010/11	6 810	37.8	40	41	3.5	11 200	62.2	35	37	7.7
2011/12	6 970	39.0	41	42	3.5	10 900	61.0	36	37	6.2
2012/13	7 150	39.9	41	42	2.9	10 770	60.1	36	38	6.2
2013/14	7 330	40.0	42	42	3.4	10 990	60.0	37	38	5.6
2014/15 (Estimate)	7 550	39.9	42	43	3.0	11 400	60.1	37	38	5.1

### Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers					Non-graduate Teachers				
	No. of teachers*	%	Median Age	Mean Age	Wastage rate (%) ^	No. of teachers*	%	Median Age	Mean Age	Wastage rate (%) ^
2010/11	18 740	76.9	40	40	4.7	5 640	23.1	32	35	7.7
2011/12	19 790	77.1	40	40	3.3	5 880	22.9	32	35	5.8
2012/13	18 820	78.2	41	41	7.0	5 240	21.8	32	35	12.6
2013/14	18 510	78.8	42	41	4.2	4 990	21.2	33	36	7.9
2014/15 (Estimate)	18 300	78.6	42	42	4.3	4 970	21.4	33	36	6.8

Regarding the non-graduate teachers, the number and percentage of teachers who have degree qualifications (degree holders) and the respective wastage rate of these teachers in public sector schools for the school years from 2010/11 to 2014/15 are as follows:

### Primary Schools (Government and Aided)

School Year	Non-graduate Teachers				
	No. of degree holders*	%	Median Age	Mean Age	Wastage rate (%) ^
2010/11	9 810	87.5	34	36	6.3
2011/12	9 720	89.1	35	36	5.2
2012/13	9 760	90.7	36	37	5.4
2013/14	10 100	91.9	36	37	4.8
2014/15 (Estimate)	10 590	93.0	36	37	4.6

## Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers				
	No. of degree holders*	%	Median Age	Mean Age	Wastage rate (%) ^
2010/11	5 010	88.9	31	33	7.0
2011/12	5 300	90.2	30	33	5.7
2012/13	4 760	91.0	31	34	12.6
2013/14	4 560	91.4	32	35	7.9
2014/15 (Estimate)	4 580	92.2	32	35	6.5

\* Numbers are rounded to the nearest 10.

^ “Wastage Rate” refers to the number of drop-out teachers as a percentage of the total number of teachers as at mid-September of the preceding school year; and “drop-out teacher” refers to the teachers who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

- (d) EDB has set the next target of enhancing the ratio of graduate teacher posts in public sector primary schools to 65% by phases in three years starting from the 2015/16 school year. We shall continue to keep in view all relevant factors, including the financial implications, prioritization of resources deployment and schools’ progress in filling graduate teacher posts etc., and review the ratio of graduate teacher posts when necessary. Graduate and non-graduate teacher posts belong to two different streams under the teaching grade structure of public sector schools. Schools should assign duties according to the rank and specialties of individual teachers instead of the academic qualifications they possess.

- End -

**CONTROLLING OFFICER'S REPLY****EDB092****(Question Serial No. 3136)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the 2010/11 to 2014/15 school years, please provide the following information:

- (a) the respective average school fees, median school fees, highest school fees and lowest school fees charged by whole-day and half-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (b) the respective average school fees, median school fees, highest school fees and lowest school fees charged by private independent whole-day and half-day kindergartens;
- (c) the respective average school fees, median school fees, highest school fees and lowest school fees charged by non-profit-making whole-day and half-day kindergartens not joining the PEVS;
- (d) the respective numbers of whole-day and half-day kindergartens in the PEVS approved to increase their school fees, and the highest, lowest and average rates of increase; and
- (e) in respect of the kindergarten fee remission scheme, please provide the total expenditures, the respective numbers of students attending whole-day and half-day kindergartens who had applied for fee remission, the numbers of students approved to have their fees remitted and their percentage share as well as the respective numbers and percentages of students granted with a level of remission at 50%, 75% and 100% for each of the school years from 2010/11 to 2014/15.

Asked by: Hon IP Kin-yuen (Member Question No. 46)

Reply:

For the 2010/11 to 2014/15 school years:

- (a) the respective weighted average school fees, median school fees, highest school fees and lowest school fees for whole-day (WD) and half-day (HD) classes charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) are tabulated at Appendix 1;
- (b) the respective weighted average school fees, median school fees, highest school fees and lowest school fees for WD and HD classes charged by local private independent KGs are tabulated at Appendix 2;
- (c) the respective weighted average school fees, median school fees, highest school fees and lowest school fees for WD and HD classes charged by non-profit-making (NPM) KGs not under the PEVS are tabulated at Appendix 3;

- (d) the respective number of NPM WD and HD KGs under the PEVS that have been approved to increase their school fees, and the highest, lowest and rates of increase of the weighted average school fees are tabulated at Appendix 4; and
- (e) the respective amount of fee remission disbursed under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), number of applications from parents with children attending KGs for fee remission under the KCFRS, number and percentage of approved applications and number and percentage of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling are tabulated at Appendix 5.

Weighted average school fee,  
median school fee, highest school fee and lowest school fee  
for whole-day (WD) and half-day (HD) classes charged by  
kindergartens under the Pre-primary Education Voucher Scheme  
from the 2010/11 to 2014/15 school years

School Year		2010/11	2011/12	2012/13	2013/14	2014/15
Weighted average school fee	WD	\$30,200	\$31,500	\$32,800	\$34,600	\$37,600
	HD	\$18,700	\$19,500	\$20,300	\$21,400	\$23,600
Median school fee	WD	\$30,000	\$31,100	\$32,600	\$34,500	\$37,700
	HD	\$18,500	\$19,500	\$20,300	\$21,500	\$23,600
Highest school fee	WD	\$48,000	\$48,000	\$50,400	\$52,500	\$60,000
	HD	\$24,000	\$24,000	\$25,200	\$26,300	\$30,000
Lowest school fee	WD	\$15,800	\$16,400	\$16,400	\$16,400	\$19,400
	HD	\$10,000	\$10,000	\$10,800	\$10,800	\$11,800



Weighted average school fee,  
median school fee, highest school fee and lowest school fee  
for whole-day (WD) and half-day (HD) classes charged by  
local private independent kindergartens  
from the 2010/11 to 2014/15 school years

School Year		2010/11	2011/12	2012/13	2013/14	2014/15
Weighted average school fee	WD	\$52,400	\$54,700	\$56,600	\$60,000	\$63,400
	HD	\$38,700	\$40,300	\$42,100	\$47,000	\$50,100
Median school fee	WD	\$51,600	\$54,400	\$56,500	\$57,600	\$64,800
	HD	\$38,900	\$39,600	\$40,900	\$45,400	\$49,100
Highest school fee	WD	\$79,600	\$93,600	\$99,600	\$108,000	\$111,600
	HD	\$82,100	\$82,100	\$98,500	\$98,500	\$99,000
Lowest school fee	WD	\$20,400	\$22,300	\$23,300	\$23,300	\$23,300
	HD	\$18,600	\$18,600	\$14,100	\$14,100	\$14,100

Weighted average school fee,  
median school fee, highest school fee and lowest school fee  
for whole-day (WD) and half-day (HD) classes charged by  
non-profit-making kindergartens not under the Pre-primary Education Voucher Scheme  
from the 2010/11 to 2014/15 school years

School Year		2010/11	2011/12	2012/13	2013/14	2014/15
Weighted average school fee	WD	\$77,300	\$82,000	\$86,900	\$86,900	\$88,400
	HD	\$35,900	\$37,900	\$34,600	\$33,000	\$33,400
Median school fee	WD	\$63,200	\$64,500	\$77,000	\$71,500	\$75,900
	HD	\$34,100	\$34,100	\$33,000	\$32,900	\$33,700
Highest school fee	WD	\$119,800	\$134,100	\$139,700	\$145,300	\$154,100
	HD	\$54,100	\$54,100	\$57,300	\$61,100	\$65,100
Lowest school fee	WD	\$23,300	\$23,300	\$67,200	\$44,400	\$51,100
	HD	\$14,100	\$14,100	\$20,100	\$20,100	\$21,800

Number of non-profit making (NPM)  
whole-day (WD) and half-day (HD) kindergartens (KGs)  
under the Pre-primary Education Voucher Scheme (PEVS) with fee increase,  
and the highest, lowest and rate of increase of weighted average school fee  
from the 2010/11 to 2014/15 school years

2010/11 school year	WD (Note 1)	HD (Note 1)
Number of NPM KGs under the PEVS with school fees increased	375	317
The highest rate of increase	27.0%	33.0%
The lowest rate of increase	0.006%	0.005%
The rate of increase of the weighted average fee	3.1%	3.9%

2011/12 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	405	343
The highest rate of increase	30.3%	53.0%
The lowest rate of increase	0.07%	0.05%
The rate of increase of the weighted average fee	4.3%	4.3%

2012/13 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	436	382
The highest rate of increase	34.9%	26.0%
The lowest rate of increase	0.03%	0.40%
The rate of increase of the weighted average fee	4.1%	4.1%

2013/14 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	468	383
The highest rate of increase	27.1%	64.5%
The lowest rate of increase	0.66%	0.55%
The rate of increase of the weighted average fee	5.2%	4.9%

2014/15 school year (Note 2)	WD	HD
Number of NPM KGs under the PEVS with school fees increased	548	433
The highest rate of increase	102.8%	82.7%
The lowest rate of increase	0.01%	0.16%
The rate of increase of the weighted average fee	9.0%	10.8%

Note:

1. KGs with both HD and WD classes will be counted in both columns for HD and WD.
2. As a one-off short-term measure recommended by the Committee on Free KG Education to address the imminent needs of KGs, the voucher subsidy was increased by \$2,500 per year in the 2014/15 and 2015/16 school years. The increase in voucher subsidy provided more room for the KGs to increase their school fees to meet the increasing operating cost. At the same time, the increased amount of voucher subsidy would offset the increase in school fees so that parents' financial burden regarding KG education could be alleviated. Hence, the number of KGs under the PEVS with school fees increased and the rates of increase in the 2014/15 school year are higher than those in previous years.

Amount of fee remission disbursed  
under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS),  
number of applications from parents with children attending KGs for fee remission under the KCFRS,  
number and percentage of approved applications and  
number and percentage of students granted with a level of assistance at 50%,  
75% and 100% of the school fee or the fee remission ceiling  
from the 2010/11 to 2014/15 school years

School Year		2010/11	2011/12	2012/13	2013/14	2014/15 (Note 1)
Total amount of fee remission disbursed (\$ million)		239.0	399.5	448.2	473.3	258.4
Number of applications from students attending WD KG classes		18 806	21 271	24 117	25 381	24 224
Number of applications from students attending HD KG classes		20 153	13 922	14 409	15 024	13 803
Number of approved applications from students attending WD KG classes (%)		16 353 (87.0%)	20 264 (95.3%)	22 759 (94.4%)	23 317 (91.9%)	22 182 (91.6%)
Number of approved applications from students attending HD KG classes (%)		8 704 (43.2%)	12 790 (91.9%)	13 159 (91.3%)	13 382 (89.1%)	11 635 (84.3%)
Number of students attending WD KG classes in receipt of fee remission (%) (Note 2)	50% fee remission	5 359 (32.8%)	4 724 (23.3%)	5 753 (25.3%)	6 420 (27.5%)	6 679 (30.1%)
	75% fee remission	4 694 (28.7%)	1 541 (7.6%)	1 651 (7.3%)	1 735 (7.4%)	1 697 (7.7%)
	100% fee remission	6 300 (38.5%)	13 999 (69.1%)	15 355 (67.5%)	15 162 (65.0%)	13 806 (62.2%)
Number of students attending HD KG classes in receipt of fee remission (%) (Note 2)	50% fee remission	109 (1.3%)	2 798 (21.9%)	3 327 (25.3%)	3 872 (28.9%)	3 650 (31.4%)
	75% fee remission	1 881 (21.6%)	830 (6.5%)	879 (6.7%)	980 (7.3%)	820 (7.0%)
	100% fee remission	6 714 (77.1%)	9 162 (71.6%)	8 953 (68.0%)	8 530 (63.7%)	7 165 (61.6%)

Note 1: Figures for the 2014/15 school year are provisional figures as at end January 2015.

Note 2: Starting from the 2011/12 school year, the income threshold for full level of financial assistance under the means test mechanism has been raised so that more families will become eligible for full fee remission, hence a greater increase in the number of students in receipt of 100% fee remission.

- End -

**CONTROLLING OFFICER'S REPLY****EDB093****(Question Serial No. 3137)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide information on the following from the 2010/11 to 2014/15 school years:

- (a) the amounts of subsidies allocated by the Government to the Pre-primary Education Voucher Scheme (PEVS) and the expenditures (including fee remission, training and rent subsidy, etc.) on pre-primary education;
- (b) the numbers of whole-day kindergartens under the subsidy of the PEVS, the numbers of school places provided and the numbers of these kindergartens providing extended service (please list by school district and provide the total);
- (c) the numbers of half-day kindergartens under the subsidy of the PEVS and the numbers of school places provided (please list by school district and provide the total); and
- (d) the numbers of kindergartens providing both whole-day and half-day service under the subsidy of the PEVS and the number of school places provided (please list by school district and provide the total).

Asked by: Hon IP Kin-yuen (Member Question No. 47)

Reply:

- (a) The breakdown of expenditure on pre-primary education, including Pre-primary Education Voucher Scheme (PEVS), from 2010-11 to 2014-15 is tabulated at Appendix 1.
- (b) The number of whole-day (WD) kindergartens (KGs) under the PEVS, the number of school places provided and the number of these KGs providing Extended Hours Service by District Council district and the respective total number from the 2010/11 to 2014/15 school years is tabulated at Appendix 2.
- (c) The number of half-day (HD) KGs under the PEVS and the number of school places provided by District Council district and the respective total number from the 2010/11 to 2014/15 school years is tabulated at Appendix 3.
- (d) The number of KGs providing both WD and HD service under the PEVS and the number of school places provided by District Council district and the respective total number from the 2010/11 to 2014/15 school years is tabulated at Appendix 4.

## Expenditure on pre-primary education from 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	1,854.3	1,998.8	2,128.1	2,428.6	2,564.6
Kindergarten and Child Care Centre Fee Remission Scheme	251.0	352.3	395.3	465.8	544.9
Refund of rent, rates and government rent	193.2	197.3	202.5	218.8	243.2
Child Care Centre Subsidy Scheme	12.9	13.5	14.6	15.2	15.9
Principal and teacher training#	32.0	17.5	7.3	1.0	4.5

\* Including Teacher Development Subsidy provided under the PEVS up to the 2011/12 school year, and the one-off school development grant for PEVS KGs in the 2013/14 school year.

# Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course” (In-service ECE Course) for the 2007, 2008 and 2009 intakes (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the PEVS for approved course(s) in early childhood education. There is a drastic drop in the actual expenditure for 2011-12, 2012-13 and 2013-14 as the commissioned In-service ECE Course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required for 2012-13 and no payment is required for 2013-14.

Number of whole-day (WD) kindergartens (KGs)  
under the Pre-primary Education Voucher Scheme (PEVS),  
number of school places provided and  
number of these KGs providing Extended Hours Service (EHS) by District Council district and  
respective total number from the 2010/11 to 2014/15 school years

District	2010/11			2011/12			2012/13			2013/14			2014/15		
	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)
Central & Western	18	1 349	4	18	1 340	4	18	1 325	4	18	1 364	4	17	1 248	4
Wan Chai	13	977	3	13	975	3	11	966	3	11	900	3	10	845	3
Eastern	50	2 840	9	50	2 970	9	50	3 002	9	50	3 026	9	50	3 062	9
Southern	18	1 208	4	17	1 151	4	17	1 164	4	17	1 195	4	17	1 195	4
Sham Shui Po	34	2 318	7	34	2 483	7	35	2 564	7	35	2 581	7	34	2 678	7
Yau Tsim Mong	20	1 600	5	20	1 653	5	20	1 652	5	20	1 662	5	20	1 663	5
Kowloon City	29	2 532	5	30	2 654	5	30	2 746	5	30	2 715	5	30	2 763	5
Wong Tai Sin	40	2 677	6	41	2 817	6	40	2 943	6	40	3 065	6	41	3 243	6
Kwun Tong	55	3 871	10	56	3 928	10	52	3 988	10	56	4 293	10	56	4 370	10
Tsuen Wan	20	1 489	4	21	1 608	4	21	1 736	4	21	1 769	4	21	1 764	4
Tuen Mun	53	3 254	5	52	3 622	5	52	4 060	5	54	4 059	5	52	3 970	5
Yuen Long	54	3 520	5	52	3 823	5	52	4 010	5	52	4 033	5	52	4 001	5
North	32	2 232	4	34	2 354	4	34	2 277	4	32	2 124	4	30	1 896	4
Tai Po	25	1 822	6	25	2 002	6	25	2 090	6	24	1 988	6	24	1 942	6
Sha Tin	47	3 244	7	47	3 350	7	48	3 532	7	47	3 618	7	47	3 593	7
Sai Kung	38	2 311	4	38	2 386	4	38	2 493	4	37	2 675	4	37	2 772	4
Islands	19	998	1	19	960	1	17	1 019	1	19	1 249	1	19	1 269	1
Kwai Tsing	43	2 523	8	44	2 795	8	46	3 171	8	50	3 434	8	50	3 454	8
All Districts	608	40 765	97	611	42 871	97	606	44 738	97	613	45 750	97	607	45 728	97

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

Note 2: Accommodation in vacant classrooms not counted.

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

Number of half-day (HD) kindergartens (KGs)  
under the Pre-primary Education Voucher Scheme (PEVS)  
and the number of school places provided by District Council district and respective total number  
from the 2010/11 to 2014/15 school years

District	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	17	3 994	17	4 148	14	3 674	14	3 629	14	3 830
Wan Chai	15	4 748	14	4 744	9	2 854	8	2 518	7	1 369
Eastern	45	7 645	46	7 738	47	8 204	44	7 610	42	7 399
Southern	12	1 860	11	1 799	11	1 803	10	1 604	10	1 648
Sham Shui Po	26	7 213	27	7 225	26	6 841	26	6 942	26	7 204
Yau Tsim Mong	15	3 550	15	3 527	15	3 540	14	3 168	14	3 213
Kowloon City	33	10 274	33	10 471	31	8 633	27	6 348	27	6 515
Wong Tai Sin	31	5 274	31	5 119	29	4 497	28	4 416	29	4 386
Kwun Tong	43	10 180	43	10 267	42	10 031	42	9 234	42	9 305
Tsuen Wan	21	4 480	21	4 471	21	4 490	19	3 885	21	4 218
Tuen Mun	40	8 432	39	8 243	39	7 860	40	8 225	39	8 887
Yuen Long	49	11 426	49	11 601	48	11 126	49	11 775	49	12 406
North	31	7 366	32	7 878	32	8 423	30	8 656	30	9 578
Tai Po	19	2 903	18	2 846	18	2 842	18	3 084	18	3 215
Sha Tin	39	7 865	38	7 767	38	7 883	36	8 180	36	8 520
Sai Kung	29	5 134	30	4 973	30	4 786	29	4 504	30	4 427
Islands	21	2 781	20	2 631	19	2 423	19	2 093	19	1 946
Kwai Tsing	44	8 936	43	8 497	43	7 842	43	7 586	41	7 579
All Districts	530	114 061	527	113 945	512	107 752	496	103 457	494	105 645

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

Note 2: Accommodation in vacant classrooms not counted.



Number of kindergartens (KGs) providing both whole-day (WD) and half-day (HD) service  
under the Pre-primary Education Voucher Scheme (PEVS)  
and the number of school places provided by District Council district and respective total number  
from the 2010/11 to 2014/15 school years

District	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	9	1 759	9	1 738	9	2 053	9	2 144	8	1 761
Wan Chai	7	1 731	7	1 849	5	1 548	5	1 593	4	1 034
Eastern	36	7 107	38	7 572	38	7 291	37	7 374	35	7 068
Southern	11	2 245	10	2 159	10	2 163	10	2 143	10	2 192
Sham Shui Po	20	5 646	21	5 783	22	6 181	22	6 259	21	5 581
Yau Tsim Mong	6	1 557	6	1 564	6	1 590	6	1 545	6	1 543
Kowloon City	15	2 931	16	3 527	17	3 755	17	3 615	17	3 682
Wong Tai Sin	25	4 378	26	4 718	25	4 521	24	4 522	25	4 607
Kwun Tong	30	7 866	31	8 387	27	6 999	30	7 544	30	7 706
Tsuen Wan	11	1 788	12	2 147	12	2 271	12	2 341	12	2 412
Tuen Mun	35	8 169	34	8 293	34	8 302	36	8 804	34	8 945
Yuen Long	37	9 003	35	8 765	35	8 685	35	9 177	35	9 756
North	23	6 060	25	6 833	25	7 244	22	6 845	20	6 818
Tai Po	18	3 554	17	3 542	17	3 606	17	3 857	17	3 944
Sha Tin	29	6 049	29	6 054	30	6 408	27	6 038	27	6 291
Sai Kung	25	5 043	26	4 984	26	4 897	25	4 769	26	4 765
Islands	16	3 123	16	2 969	14	2 688	16	2 728	16	2 598
Kwai Tsing	28	5 862	29	6 242	31	6 461	35	7 250	34	7 144
All Districts	381	83 871	387	87 126	383	86 663	385	88 548	377	87 847

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

Note 2: Accommodation in vacant classrooms not counted.

- End -

**CONTROLLING OFFICER'S REPLY****EDB094****(Question Serial No. 3250)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2010/11 to 2014/15 school years:

- (a) the total number of school-age children attending kindergartens (KGs) and their percentage;
- (b) the number of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local/international KGs as well as the breakdown of the number of students and teachers in these KGs and the total number;
- (c) the number of local NPM KGs and the number of teachers and students in these KGs, also list the figures by the following categories: NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and NPM KGs converted from PI KGs receiving subsidies under the PEVS;
- (d) the number of local PI KGs not joining the PEVS and the number of teachers and students in these KGs;
- (e) the increase/decrease in the number of PI KGs converted to NPM KGs in each year, such change in percentage and the actual accumulated number;
- (f) the number of kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS, and the number of teachers and students involved;
- (g) the number of KGs/nursery schools with whole-day classes and the number of teachers and students involved; the number of KGs/nursery schools with whole-day classes receiving subsidies under the PEVS, the number of teachers and students involved, and their percentage share among the kindergarten students receiving subsidies under the PEVS;
- (h) the respective number and percentages of whole-day and half-day kindergarten students receiving subsidies under the PEVS;
- (i) types of premises (e.g. premises of the Housing Department, private shopping mall, free-standing school premises) local NPM KGs joining the PEVS, NPM KGs not joining the PEVS and NPM KGs converted from PI KGs operating on and the highest, lowest, median and average rental and operating expenses of the kindergartens in each type; and
- (j) the number of kindergartens withdrawn from the PEVS from the 2012/13 to 2014/15 school years, and the increase/decrease in percentage when compared with the previous year.

Asked by: Hon IP Kin-yuen (Member Question No. 48)

Reply:

For the 2010/11 to 2014/15 school years,

- (a) the respective total number of children attending kindergartens (KGs) and the gross enrolment ratios of participation in kindergarten education are tabulated at Appendix 1;
- (b) the respective number of local non-profit-making (NPM) KGs, local private independent (PI) KGs, non-local KGs, and the number of teachers and students in these KGs and the respective total number are tabulated at Appendix 2;
- (c) the respective number of local NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining PEVS and PI KGs converted to NPM KGs under PEVS and the number of teachers and students in these KGs are tabulated at Appendix 3;
- (d) the respective number of local PI KGs not joining PEVS, and the number of teachers and students in these KGs are tabulated at Appendix 4;
- (e) the respective increase/decrease in the number of PI KGs converted to NPM KGs for joining PEVS, such change in percentage and the actual accumulated number are tabulated at Appendix 5;
- (f) the respective number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining PEVS, and the number of teachers and students in these KG-cum-CCCs are tabulated at Appendix 6;
- (g) the respective number of local KGs/KG-cum-CCCs with whole-day (WD) classes, and the number of their teachers and students, number of KGs/KG-cum-CCCs with WD classes joining PEVS, and the number of their teachers and students, and their percentages among the KG students under the subsidy of PEVS are tabulated at Appendix 7;
- (h) the respective number and percentages of WD and HD KG students under the subsidy of PEVS are tabulated at Appendix 8; and
- (i) the Education Bureau (EDB) does not require all KGs to provide on a regular basis the rental related information such as types of school premises and whether the school premises are privately owned or rental properties. Hence, EDB is not able to provide the information by types of school premises.
- (j) In the 2013/14 school year, 14 KGs withdrew from PEVS, which is the same as that in the 2012/13 school year. In the 2014/15 school year, another 2 KGs withdrew from the PEVS, which represents a decrease by 86% as compared with previous year.

Total number of children attending kindergartens (KGs) and  
Gross enrolment ratios (GER) of participation in kindergarten education  
from the 2010/11 to 2014/15 school years

School Year	2010/11	2011/12	2012/13	2013/14 (Revised)	2014/15 (Provisional)
Total number of children attending KGs (Note 1)	150 457	159 040	166 400	171 497	178 119
GER (%) (Note 2)	101.5	101.6	101.9	100.4	100.0

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

Note 2: GER is defined as total enrolment in KGs (including KGs, kindergarten-cum-child care centres and Special Child Care Centres), regardless of age, expressed as a percentage of the school-age-population corresponding to the same level of education in a given school year. Hence, the percentage can exceed 100%. The school-age population for the KG level refers to children of 3-5. GER for 2011/12 to 2014/15 has been compiled using the population estimates which have incorporated the benchmarking data available from the 2011 Population Census.

Number of local non-profit-making (NPM) kindergartens (KGs), local private independent (PI) KGs, non-local KGs and number of teachers and students in these KGs from the 2010/11 to 2014/15 school years

## 2010/11 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	769	8 692	125 034
Local PI KGs	96	1 145	16 348
Non-local KGs	86	617	7 558
Total	951	10 454	148 940

## 2011/12 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	763	9 111	131 121
Local PI KGs	93	1 261	18 131
Non-local KGs	90	687	8 181
Total	946	11 059	157 433

## 2012/13 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	757	9 706	136 095
Local PI KGs	104	1 373	19 378
Non-local KGs	96	738	9 291
Total	957	11 817	164 764

## 2013/14 school year

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

## 2014/15 school year (Provisional)

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	760	10 520	144 734
Local PI KGs	114	1 567	22 021
Non-local KGs	104	807	9 642
Total	978	12 894	176 397

Number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and private independent (PI) KGs converted to NPM KGs under the subsidy of the PEVS and number of teachers and students in these KGs from the 2010/11 to 2014/15 school years

## 2010/11 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 1)	757	8 533	122 977
NPM KGs not joining the PEVS	12	159	2 057
Total	769	8 692	125 034

Note 1: The above figure includes 2 PI KGs converted into NPM operation in the 2010/11 school year, with 17 teachers and 189 students.

## 2011/12 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 2)	751	8 949	129 151
NPM KGs not joining the PEVS	12	162	1 970
Total	763	9 111	131 121

Note 2: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2011/12 school year.

## 2012/13 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 3)	735	9 251	129 372
NPM KGs not joining the PEVS	22	455	6 723
Total	757	9 706	136 095

Note 3: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2012/13 school year.

## 2013/14 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 4)	724	9 425	128 388
NPM KGs not joining the PEVS	35	691	11 320
Total	759	10 116	139 708

Note 4: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2013/14 school year.

## 2014/15 school year (Provisional)

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 5)	724	9 782	132 829
NPM KGs not joining the PEVS	36	738	11 905
Total	760	10 520	144 734

Note 5: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2014/15 school year.

Number of local private independent (PI) kindergartens (KGs)  
not joining the Pre-primary Education Voucher Scheme (PEVS) and  
number of teachers and students in these KGs  
from the 2010/11 to 2014/15 school years

School Year		2010/11	2011/12	2012/13	2013/14	2014/15 (Provisional)
Local PI KGs not joining the PEVS	Number of KGs	96	93	104	110	114
	Number of teachers	1 145	1 261	1 373	1 496	1 567
	Number of students	16 348	18 131	19 378	20 897	22 021

Increase/decrease in the number of private independent (PI) kindergartens (KGs)  
converted to non-profit-making (NPM) KGs  
for joining the Pre-primary Education Voucher Scheme (PEVS),  
such change in percentage and the actual accumulated number  
from the 2010/11 to 2014/15 school years

School Year		2010/11	2011/12	2012/13	2013/14	2014/15
PI KGs converted to NPM KGs for joining the PEVS	Increase in number	2	0	0	0	0
	Decrease in number (Note)	5	4	1	4	3
	Accumulated number	111	107	106	102	99
	Change in percentage	-2.6%	-3.6%	-0.9%	-3.8%	-2.9%

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



Number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory,  
 number of KG-cum-CCCs joining the Pre-primary Education Voucher Scheme (PEVS),  
 and number of teachers and students in these KG-cum-CCCs  
 from the 2010/11 to 2014/15 school years

## 2010/11 school year

No. of KG-cum-CCCs	429
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	3 299
No. of students in KG-cum-CCCs joining the PEVS	36 917

## 2011/12 school year

No. of KG-cum-CCCs	433
No. of KG-cum-CCCs joining the PEVS	358
No. of teachers in KG-cum-CCCs joining the PEVS	3 480
No. of students in KG-cum-CCCs joining the PEVS	39 601

## 2012/13 school year

No. of KG-cum-CCCs	434
No. of KG-cum-CCCs joining the PEVS	357
No. of teachers in KG-cum-CCCs joining the PEVS	3 648
No. of students in KG-cum-CCCs joining the PEVS	41 527

## 2013/14 school year

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

## 2014/15 school year (Provisional)

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

Number of local kindergartens (KGs)/kindergarten-cum-child care centres (KG-cum-CCCs) with whole-day (WD) classes, and number of teachers and students in these KGs/KG-cum-CCCs, number of KGs/KG-cum-CCCs with WD classes joining the Pre-primary Education Voucher Scheme (PEVS), and number of teachers and students in these KGs/KG-cum-CCCs, and the percentages (%) among the KG students under the subsidy of the PEVS

All KGs/ KG-cum-CCCs with WD classes

School Year	2010/11	2011/12	2012/13	2013/14	2014/15 (Provisional)
Number of KGs/ KG-cum-CCCs	665	668	670	676	667
Number of teachers	6 939	7 409	7 888	8 366	8 541
Number of students	37 850	41 070	44 428	46 403	46 556

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

School Year	2010/11	2011/12	2012/13	2013/14	2014/15 (Provisional)
Number of KGs/ KG-cum-CCCs	608	611	606	613	607
Number of teachers	6 387	6 789	7 144	7 553	7 727
Number of students under PEVS & % (in brackets) to all KG students under PEVS	36 069 (29.4%)	39 499 (30.6%)	41 272 (31.4%)	42 516 (32.3%)	43 920 (32.5%)

Number and percentage (%) of whole-day (WD) and half-day (HD)  
kindergarten (KG) students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)

School Year	2010/11	2011/12	2012/13	2013/14	2014/15 (Provisional)
No. of WD KG students and % (in brackets) to all KG students under PEVS	36 069 (29.4%)	39 499 (30.6%)	41 272 (31.4%)	42 516 (32.3%)	43 920 (32.5%)
No. of HD KG students and % (in brackets) to all KG students under PEVS	86 789 (70.6%)	89 621 (69.4%)	90 166 (68.6%)	89 204 (67.7%)	91 350 (67.5%)

- End -

**CONTROLLING OFFICER'S REPLY****EDB095****(Question Serial No. 3224)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

In 2015-16, the Education Bureau will “continue to improve the learning and teaching of the English Language in primary schools”. The questions are:

1. What is the target level for “improving the English Language in primary schools”? To what extent the plan needs to reach and how long does it take to reach the target level so that there is no need to “continue to improve”? What was the basic expenditure involved in the English Language education in primary schools in the past three years?
2. Based on the experience in the past year, what are the main improvement measures? What will be the respective financial implication?
3. How is the effectiveness of each improvement measure assessed? What will be the share of expenditure involved in assessment in that of each main measure? (Percentage)

Asked by: Hon IP Kwok-him (Member Question No. 51)

Reply:

(1) and (2)

The English Language Education curriculum aims to provide students with opportunities for personal and intellectual development, further studies, pleasure and work in the English medium, paving the way for independent and lifelong learning. The English Language curriculum framework allows space and flexibility for schools to develop a balanced and coherent school-based English Language curriculum with due consideration of their students' needs, interest and abilities. As the background and situation of schools differ and students' learning pace may vary, there is no specific timeline for schools to achieve the curriculum targets and objectives, including English knowledge and skills, generic skills, and positive values and attitudes. Schools are advised to make reference to the central curriculum framework and help students to achieve the curriculum targets and objectives set out for different key stages of learning, develop students to the fullest of their potential, achieving the goal of lifelong language learning.

We are committed to making continuous efforts to enhance the English language proficiency of our students. Throughout the years, we have been implementing various measures for improving the learning and teaching of the English Language in primary schools. The expenditure for the purpose totalled \$429.70 million (of which \$95.66 million is from the Language Fund) in 2012-13, \$402.43 million (of which \$45.14 million is from the Language Fund) in 2013-14, and \$329.4 million (of which \$21.92 million is from the Language Fund) in 2014-15 (as at 31 January 2015). The decreasing expenditure from the Language Fund is mainly due to the completion of various schemes while allocations for new initiatives in connection to the new injection of \$5 billion into the Language Fund

have been earmarked for rolling out in 2015-16 financial year.

Details of the support measures are tabulated as below:

No.	Name of Project	Details
<b>A. Grants to schools</b>		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
<b>B. School-based support</b>		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
<b>C. Professional development</b>		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4.	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
*#5.	Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	To immerse serving primary school English teachers and principals in an authentic English language and cultural environment to enhance their English language proficiency and to provide them with exposure to innovative pedagogy abroad.
<b>D. Creating a facilitating environment for English learning</b>		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.

*2.#	Creating English Language Environment for Students in Hong Kong Project	To provide primary school students with opportunities of listening to and speaking English and hence motivate their interest and raise their confidence in using the language. This project harnessed the efforts of local non-government organisations with a track record of delivering interesting and interactive educational programmes in English at their community facilities and/or premises
*3.	English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*4.	Networking and Partnership Project	To mobilise the community forces and create possible synergy in providing a more conducive English learning environment for the students beyond the classroom setting.

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173 Student Financial Assistance Agency

# Initiative was completed in 2011/12 school year.

- (3) On-going evaluation of the support measures are conducted through various means, including curriculum development visits and lesson/activity observations of participating schools, questionnaire surveys and/or focus group interviews with participants, quality assurance meetings with service providers, self-evaluations and submission of progress and final reports by grantees. Expenditure is absorbed in the recurrent expenditure or in the approved grant for initiatives funded by the Language Fund.

- End -

**CONTROLLING OFFICER'S REPLY****EDB096****(Question Serial No. 3271 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In 2015-16, the EDB will “continue to support schools to enhance life planning and career guidance services”. The 2015 Policy Address has mentioned the implementation of “life planning” in education and that the EDB “will enhance, reinforce and review the programme”. In this regard:

1. Are the concept and initiatives of “life planning” in the 2015 Policy Address the same as the Budget’s? What is the meaning of “enhance, reinforce and review the programme”? What are the budgetary implications?
2. According to the 2015 Policy Address, “over 170 organisations have participated in the Business-School Partnership Programme”. Does the programme require any financial commitments from the government? If yes, what are the respective provisions in the past three years and this year?

Asked by: Hon IP Kwok-him (Member Question No. 52)

Reply:

Pursuant to the 2014 Policy Address, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. Other than the provision of CLP Grant, EDB has also taken forward measures to strengthen the professional support for schools. Career exploration is one of the essential elements for effective implementation of life planning education. Within the first six months of the 2014/15 school year, i.e. from September 2014 to February 2015, EDB has organised about 500 activities under the Business-School Partnership Programme (BSPP) for students in collaboration with more than 80 participating companies and organisations. To enhance students’ understanding of different trades and prepare them for future employment, the Chief Executive in his 2015 Policy Address further announced that EDB will enhance, reinforce and review the BSPP. EDB will in the three years from the 2015/16 school year mobilise more business organizations to forge closer partnership with schools. Our target is to increase the number of business partners from 120 in the 2014/15 school year to 165 in the 2017/18 school year. We will also explore with the business partners the possibility of conducting different modes of BSPP activities, such as work shadowing, taster programmes, mentorship programmes and adopt-a-school programmes, etc. We will encourage schools to integrate BSPP activities into the school curriculum, promote BSPP activities and organise experience-sharing opportunities for BSPP partners and schools. We also plan to extend the BSPP activities to cover school principals, teachers and parents so as to equip them with the knowledge to support students and children for life planning. We will review and consolidate the key elements of effective practices to feedback to planning and to facilitate the setting up of a platform to showcase the exemplars of business-school partnership. Hitherto, the career exploration opportunities offered by BSPP partners are at no cost to students/schools. The expenditure involved for administration of BSPP will be absorbed under EDB’s recurrent expenditure.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB097**

**(Question Serial No.1571)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(5) Other Educational Services and Subsidies  
(7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the information provided by the Government on the number of primary students, please further advise this Committee of:

- (1) the respective number of students with special educational needs (SEN), students with SEN who are gifted, students with SEN who have learning difficulties or physical disabilities but enrolled in mainstream schools, cross-boundary students, non-Chinese speaking (NCS) students, needy students eligible for free lunch at school and students studying in international primary schools out of the number of primary students in the actual estimate for the 2013/14 school year and their percentage share in the total number of primary students;
- (2) the respective number of students with SEN, students with SEN who are gifted, students with SEN who have learning difficulties or physical disabilities but enrolled in mainstream schools, cross-boundary students, NCS students, needy students eligible for free lunch at school and students studying in international primary schools out of the number of primary students in the revised estimate for the 2014/15 school year and their percentage share in the total number of primary students; and
- (3) the respective number of students with SEN, students with SEN who are gifted, students with SEN who have learning difficulties or physical disabilities but enrolled in mainstream schools, cross-boundary students, NCS students, needy students eligible for free lunch at school and students studying in international primary schools out of the number of primary students in the estimate for the 2015/16 school year and their percentage share in the total number of primary students.

Asked by: Hon IP LAU Suk-yee, Regina (Member Question No. 1)

Reply:

(1) to (3)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with

the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

The number of students with SEN and the breakdown of number of students by SEN type, including those with specific learning difficulties and physical disability, in public sector mainstream primary schools in the 2013/14 and 2014/15 school year is tabulated at the Appendix. Since the number of students with SEN is subject to the assessment made by specialists, we are not able to provide the number of students with SEN in the 2015/16 school year. Besides, as we only maintain data on students with SEN in government and aided schools, it is inappropriate and misleading to calculate the percentage share of students with SEN in the total number of primary students as requested.

Regarding the data on students with SEN who are gifted, in line with practices recognised worldwide, EDB adopts a broad definition of giftedness from the perspective of multiple intelligences. Giftedness is a complex and dynamic construct that depends very much on time, cultural values, educational beliefs and available resources. It is regarded as one of the manifestations of learner diversity. Under such broad meaning of giftedness, we are unable to identify absolute number of gifted students, including gifted students with SEN, in primary schools.

For cross-boundary students (CBS) in primary schools, we conduct annual surveys to schools in September of the respective school years to collect the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (survey for this district starting from the 2014/15 school year) districts. The figure of CBS gathered from the survey in the 2013/14 and 2014/15 school year is 9 081 and 11 774 respectively. Since the annual survey is conducted in September each year (i.e. after the commencement of a new school year), we are unable to provide the figure for the 2015/16 school year at this stage. As the annual surveys cover schools in the above selected districts only, we are unable to provide the percentage share of CBS in the total number of primary students in the territory.

The number of non-Chinese speaking (NCS) students in mainstream public sector and Direct Subsidy Scheme (DSS) primary schools in the 2013/14, 2014/15 and 2015/16 (estimated number) school years is 8 290, 8 697 and 9 100 (estimated number) respectively. The data cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home. The estimated number of NCS students for the 2015/16 school year is based on the year-on-year changes of NCS students studying in public sector and DSS schools in the past five school years. The percentage share of NCS students based on the total number of students in these schools, for the 2013/14, 2014/15 and 2015/16 school years is 3.0%, 3.1% and 3.1% respectively.

Primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the DSS are eligible for free lunch at school. The number of students concerned in the 2013/14, 2014/15 and 2015/16 school years is 61 303, 66 000 and 69 000 respectively. Figures for the 2014/15 and 2015/16 school years are estimated ones. The actual figures will be available when the final accounts cum reports are submitted by schools concerned after the respective school years. The percentage share of primary students eligible for free lunch, worked out based on the total number of primary students in public sector and DSS schools, in the 2013/14, 2014/15 and 2015/16 school years is 22.1%, 23.1% and 23.3% respectively.

The number of international primary students in the 2013/14 and 2014/15 school years is 19 492 and 20 193 respectively. The percentage share of international primary students to the total number of primary students in the territory is 6% in both the 2013/14 and 2014/15 school years. According to the findings of a consultancy study completed in late 2012, it is projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 international primary places in the 2016/17 school year. The shortfall arises from the projected supply of 28 450 primary places and the projected demand of 32 650 primary places in the 2016/17 school year.

**Number of students with SEN studying in public sector mainstream primary schools  
by major SEN types in the 2013/14 and 2014/15 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/ Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>	<b>Total</b>
<b>2013/14</b>	8 190	750	3 310	2 850	120	30	260	1 880	17 390
<b>2014/15</b>	8 090	740	3 800	3 270	110	30	270	1 890	18 200

Note: The figures above denote the position as at September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB098**

**(Question Serial No. 1572)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Bureau inform this Committee:

- (1) the total expenditure spent on facilitating the implementation of the “Chinese Language Curriculum Second Learning Framework” for non-Chinese speaking (NCS) primary students in the 2014-15 revised estimate and the corresponding expenditure per benefited student spent;
- (2) the total expenditure to be spent on facilitating the implementation of the “Chinese Language Curriculum Second Learning Framework” for non-Chinese speaking (NCS) primary students in the 2015-16 estimate and the corresponding expenditure per benefited student to be spent;
- (3) the reasons for the increase or decrease in the total amount of expenditure and the amount of expenditure per capita.

Asked by: Hon IP LAU Suk-yee, Regina (Member Question No. 2)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” and the creation of an inclusive learning environment in schools. The estimated expenditure for primary schools for the 2014/15 and 2015/16 school years with breakdown by relevant support measures are tabulated at Annex. As the relevant manpower resources and expenditure for supporting NCS students are subsumed under the overall expenditure of EDB and/or different Funds, and some expenditure cover both primary and secondary schools, a breakdown of the expenditure for each NCS primary student is not available.

As shown in the table at Annex, the major component of the expenditure in question is the recurrent funding for schools admitting NCS students. From the 2014/15 school year, all schools admitting 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. The expenditure may therefore vary from year to year.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary schools in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning the Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	103.9 Note 1	112.0 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0 (for primary and secondary schools)  Note 1 Note 2	3.0 (for primary and secondary schools)  Note 1 Note 2
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7 (for primary and secondary schools)  Note 3	3.7 (for primary and secondary schools)  Note 3
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.
2. The “Learning Framework” covers both the primary and secondary levels.
3. The Chinese Language Learning Support Centres serve NCS students and parents, and Chinese Language teachers from both primary and secondary schools. A breakdown of expenditure by primary and secondary schools is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB099**

**(Question Serial No. 1573)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Will the Bureau please advise this Committee on:

- (1) the total expenditure and the corresponding expenditure per capita for gifted primary school students in the revised estimate for 2014-15 and the total expenditure and the corresponding expenditure per capita for gifted primary school students in the estimate for 2015-16, with reasons explaining the increase or decrease in the total expenditure and the expenditure per capita;
- (2) the total expenditure and the corresponding expenditure per capita for primary school students with special educational needs (SEN) in the revised estimate for 2014-15 and the total expenditure and the corresponding expenditure per capita for primary school students with SEN in the estimate for 2015-16, with reasons explaining the increase or decrease in the total expenditure and the expenditure per capita; and
- (3) the reasons for the increase or decrease in the total expenditure and the corresponding expenditure per capita for providing free lunch for eligible needy students in primary schools by comparing the revised estimate for 2014-15 with the estimate for 2015-16.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 3)

Reply:

- (1) In line with practices recognised worldwide, the Education Bureau (EDB) adopts a broad definition of giftedness from the perspective of multiple intelligences. Giftedness is a complex and dynamic construct that depends very much on time, cultural values, educational beliefs and available resources. It is regarded as one of the manifestations of learner diversity. Under such broad meaning of giftedness, we are unable to identify absolute number of gifted students in primary schools.

Since 2000, EDB has been advocating a three-tier model to cater for the needs of gifted students both within and outside schools. Regarding Levels 1 and 2, schools are advised to adopt a school-based approach to cater for the needs of their gifted students through whole-class (Level 1) and pull-out (Level 2) modes within schools. EDB supports schools to cater for the needs of these gifted students through production of curriculum resources, provision of professional development programmes for teachers, provision of learning activities for students and collaboration with other stakeholders. Regarding support for gifted students at Level 3, there are off-school programmes offered by EDB and the Hong Kong Academy for Gifted Education. Schools can make use of the grants that have been allocated to them (e.g. Operating Expenses Block Grant, Capacity Enhancement Grant) to cater for the needs of gifted students at Levels 1 and 2. In this light, we are unable to provide the expenditure on primary gifted students and its corresponding average cost.

- (2) To support schools to cater for their students with special educational needs (SEN), EDB has been providing public sector schools with additional resources on top of regular subvention of all mainstream schools, professional support and teacher training. As some of the services are provided to primary and secondary schools as a whole (e.g. educational psychologist services and teacher training), we are not able to breakdown the cost separately for primary and secondary schools. The estimated additional expenditure on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2014/15 and 2015/16 school years are \$1,237 million and \$1,291 million respectively. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. top-up grant for procurement of special furniture and equipment). Hence, providing an average cost for students with SEN across all mainstream schools is inappropriate and misleading.

The increase in the estimated expenditure in the 2015/16 school year is mainly attributed to the improvement measures to be implemented. For instance, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools by the 2016/17 school year. Besides, following the increase in the grant rates of the Learning Support Grant by 30% in the 2014/15 school year, we will adjust the grant rates and its ceiling per school per annum annually according to the change in the Composite Consumer Price Index starting from the 2015/16 school year. Also, with enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanism, it is anticipated that the number of students identified with SEN will increase and therefore the estimated expenditure on the support services will increase accordingly.

- (3) Primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector primary schools (including special schools) or primary schools under the Direct Subsidy Scheme are eligible for free lunch at school. For budgetary purposes, it is estimated that the number of beneficiaries would increase by about 3 000 to about 69 000, constituting an increase of about \$9 million in the estimated provision for the 2015/16 school year when compared with the 2014/15 school year.

However, the changes in the expenditure per capita in this regard cannot be worked out simply by comparing the estimates of the 2014/15 and 2015/16 school years. Apart from the number of beneficiaries, the cost of lunch for eligible students which is subject to tendering results of individual schools concerned, and the days for taking lunch by individual eligible students would also account for the changes, if any, in the expenditure per capita.

- End -



**CONTROLLING OFFICER'S REPLY****EDB100****(Question Serial No. 1574)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2015-16, it is mentioned that the Bureau will continue to improve the learning and teaching of the English Language in primary schools. Will the Bureau tabulate the estimated expenditure of the measures on improving the learning and teaching of the English Language in primary schools in 2015-16, compare that with the expenditure in the 2014-15 revised estimates for those measures, and give reasons for the increase or decrease.

Asked by: Hon IP LAU Suk-yee, Regina (Member Question No. 4)

Reply:

In 2015-16, we will continue to improve the learning and teaching of the English Language in primary schools. The estimated expenditure for the initiatives in 2015-16 is \$427.62 million, of which \$26.4 million is from the Language Fund. There is an increase of \$23.08 million over the estimated expenditure in 2014-15, which is mainly attributed to the rising salaries and /or the increase in programme beneficiaries. Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).

C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2015/16	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173 Student Financial Assistance Agency

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB101**

**(Question Serial No. 1575)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Bureau inform this Committee:

- (1) the total expenditure spent on facilitating the implementation of the “Chinese Language Curriculum Second Learning Framework” for non-Chinese speaking (NCS) secondary students in the 2014-15 revised estimate and the corresponding expenditure per benefited student spent;
- (2) the total expenditure to be spent on facilitating the implementation of the “Chinese Language Curriculum Second Learning Framework” for non-Chinese speaking (NCS) secondary students in the 2015-16 estimate and the corresponding expenditure per benefited student to be spent;
- (3) the reasons for the increase or decrease in the total amount of expenditure and the amount of expenditure per capita.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 6)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” and the creation of an inclusive learning environment in schools. The estimated expenditure for secondary schools for the 2014/15 and 2015/16 school years with breakdown by relevant support measures including provision of the Applied Learning Chinese (for NCS students) subject are tabulated at Annex. As the relevant manpower resources and expenditure for supporting NCS students are subsumed under the overall expenditure of EDB and/or different Funds, and some expenditures cover both primary and secondary schools, a breakdown of the expenditure for each NCS secondary student is not available.

As shown in the table at Annex, the major component of the expenditure in question is the recurrent funding for schools admitting NCS students. From the 2014/15 school year, all schools admitting 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. The expenditure may therefore vary from year to year.

**Educational support measures for non-Chinese speaking (NCS) students  
in secondary schools in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning the Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	78.0  Note 1	82.0  Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0 (for primary and secondary schools)  Note 1 Note 2	3.0 (for primary and secondary schools)  Note 1 Note 2
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7 (for primary and secondary schools)  Note 3	3.7 (for primary and secondary schools)  Note 3
Student grant for Applied Learning Chinese (for NCS Students)	2.0	5.2

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
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Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The “Learning Framework” covers both the primary and secondary levels.
3. The Chinese Language Learning Support Centres serve NCS students, Chinese Language teachers and NCS parents from both primary and secondary schools. A breakdown of expenditure by primary and secondary schools is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB102****(Question Serial No. 1576)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding “continue to provide Applied Learning courses for senior secondary students” in “Matters Requiring Special Attention in 2015-16” in the Budget, please provide:

- (1) the total expenditure and the expenditure per student in Applied Learning in the 2014-15 revised estimate;
- (2) the total expenditure and the expenditure per student in Applied Learning in the 2015-16 revised estimate; and
- (3) the reason for the increase or decrease in the total expenditure and the expenditure per student.

Asked by: Hon IP LAU Suk-yee, Regina (Member Question No. 7)

Reply:

Details of EDB's expenditure regarding the implementation of Applied Learning in 2014-15 and 2015-16 are as follows:

Applied Learning	Estimated Expenditure in 2014-15		Estimated Expenditure in 2015-16	
	Total	Per student per course	Total	Per student per course
	50	5,300	55	5,600

The table above shows the costs of providing the Diversity Learning Grant for subsidising schools for paying course fees to Course Providers operating Applied Learning courses. The increase in the total expenditure and the expenditure per student per course is due to the increase of the estimated course fees.

- End -

**CONTROLLING OFFICER'S REPLY****EDB103****(Question Serial No. 1577)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

According to the "Matters Requiring Special Attention in 2015-16", the Bureau will "continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools....." and "continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new academic structure". Regarding the two items, will the Bureau inform this Committee the following:

- (1) According to the 2014-15 Revised Estimates of "continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools.....", what is the total expenditure and average expenditure per student?
- (2) According to the 2015-16 Estimates of "continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools.....", what is the total expenditure and average expenditure per student?
- (3) Reasons for the increase or decrease in the total expenditure and the average expenditure per student;
- (4) According to the 2014-15 Revised Estimates of "continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new academic structure", what is the total expenditure and average expenditure per student?
- (5) According to the 2015-16 Estimates of "continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new academic structure", what is the total expenditure and average expenditure per student?
- (6) Reasons for the increase or decrease in the total expenditure and the average expenditure per student.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 8)

Reply:

(1) to (3)

Special Schools cum Resource Centres (SSRCs) place emphasis on empowering teachers of mainstream schools in catering for their students with special educational needs through cross-fertilization of expertise and networking. The participating SSRCs are provided with a cash grant to enable them to share their experience by providing school-based support for mainstream schools and organise workshops and seminars, etc. The expenditure on the SSRCs for the 2014/15 school year is estimated to be \$4.1 million. The Education Bureau is in the process of recruiting the new cohort of SSRCs for the 2015/16 school year. The estimated expenditure would be \$4.2 million. The slight difference between the expenditure for the

2014/15 school year and the 2015/16 school year is mainly due to the adjustment in staff cost. Since the support service of SSRs is provided on a school basis, we are not able to provide the average expenditure per student.

(4) to (6)

According to the 2014/15 school year Revised Estimates, the total expenditure on implementing adapted curriculum in schools for children with intellectual disability (ID) and on enriching learning and teaching materials for implementing the new academic structure is \$20.4 million. The estimates for the 2015/16 school year are \$20.3 million. As the expenditure incurred for individual projects differed in terms of scale and the beneficiary groups, which covered different categories of ID students (mild, moderate or severe grade) and non-ID students as well as teachers and other schools personnel, provision of the average expenditure per student is not meaningful and can be misleading. There is no significant difference between the total expenditure for the 2014/15 and that for the 2015/16 school years.

- End -



**CONTROLLING OFFICER'S REPLY****EDB104****(Question Serial No. 1578)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Bureau inform us of the following:

- (1) the numbers of students with special educational needs (SEN) and non-Chinese speaking (NCS) students under the “students in kindergartens” in the 2014-15 revised estimate and their percentage shares in the total number of students in kindergartens;
- (2) the numbers of students with SEN and NCS students under the “students in kindergartens” in the 2015-16 estimate and their percentage shares in the total number of kindergarten students;
- (3) the total expenditure and the expenditure per capita for NCS kindergarten students in the 2014-15 revised estimate;
- (4) the total expenditure and the expenditure per capita for NCS kindergarten students in the 2015-16 estimate; and
- (5) the reasons for the increase or decrease in the total expenditure and the expenditure per capita for NCS kindergarten students.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 9)

Reply:

(1) & (2)

Since services for children with special educational needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the said data.

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and its percentage share among all students at kindergarten level in the 2014/15 school year are tabulated at the Appendix. Figures for the 2015/16 school year are not available at this stage.

(3) – (5)

The estimated expenditure on pre-primary education for 2014-15 and 2015-16 are \$3,373.1 million and \$3,971.9 million respectively. The expenditure covers non-means-tested fee subsidy under the Pre-primary Education Voucher Scheme and fee remission for kindergarten students from needy families, etc. NCS kindergarten students benefit from the above-mentioned measures for all kindergarten students. We are unable to apportion the expenditure specifically on NCS kindergarten students.

Number of NCS students and its percentage share among all students at kindergarten level (Note 1) in the 2014/15 school year are as follows:

No. of NCS students (Note 2 and 3)	Total no. of students (Note 2 and 4)	Percentage of NCS students among all students
11 933	176 397	6.8%

Notes:

1. Figures cover students studying in kindergartens as well as kindergarten-cum-child care centres.
2. Figures refer to the position as at September of 2014.
3. The data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
4. The total number of students also includes those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

- End -

**CONTROLLING OFFICER'S REPLY****EDB105****(Question Serial No.1579)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the statement “continue to support schools to enhance life planning and career guidance services meeting the students’ development needs” under Matters Requiring Special Attention in 2015-16, will the Bureau advise on:

- (1) the total expenditure and the corresponding expenditure per capita for career guidance services for the revised estimate for 2014-15;
- (2) the total expenditure and the corresponding expenditure per capita for life planning and career guidance services for the estimate for 2015-16; and
- (3) the programmes/activities which the estimated expenditure for life planning for 2015-16 will be used to facilitate life planning of students.

Asked by: Hon IP LAU Suk-yee, Regina (Member Question No.10)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level.

The ultimate goal of life planning education is to see all students, irrespective of their abilities, orientation and levels of studies being able to understand their own career and academic aspiration; develop positive attitude towards work and learning; connect/integrate aspiration with whole-person development and life-long learning, and utilise the acquired knowledge, skills and attitude whenever necessary. In this regard, schools are encouraged to adopt a whole-school approach and connect life planning and career guidance services flexibly with other elements of the curriculum and school activities. Hence, we are not able to compute expenditure per capita for life planning and career guidance services.

Apart from the provision of CLP Grant, EDB provides support to schools through advisory visits and provision of professional training for teachers and school personnel. The total expenditure for the provision of professional training and CLP Grant at the 2014 salary level for the 2014/15 school year is estimated to be \$266.4 million.

Besides, EDB plans to commission non-governmental organisations, on a pilot basis, to organise work

experience programmes for the non-Chinese speaking students and students with specific learning difficulties over a three-year period as from the 2015/16 school year. \$16.563 million has been earmarked for the pilot.

- End -

**CONTROLLING OFFICER'S REPLY****EDB106****(Question Serial No. 1580)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the item of “continue to implement the Pilot Training and Support Scheme with funding support from the Bureau” under the “Matters requiring special attention in 2015-16” in the Budget, will the Administration illustrate the total amount and per capita quota of the funding, as well as its specific usage?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 11)

Reply:

The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has started to implement the Pilot Scheme starting from the 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student. The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

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

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

As at February 2015, the electrical and mechanical services trades of the construction industry, printing industry, clock and watch industry and automobile industry have joined the Pilot Scheme. The Pilot Scheme will benefit 2 000 students in total.

The Pilot Scheme will incur an estimated non-recurrent expenditure of \$144 million in total from the Government, and the estimated financial provision for 2015-16 is \$32 million. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources.

--END--

**CONTROLLING OFFICER'S REPLY****EDB107****(Question Serial No. 2290)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The implementation of the integrated education policy in mainstream schools at the primary level was launched by the Government in 1997 to facilitate students with special educational needs (SEN) studying in mainstream schools. Will the Administration please provide the following information:

- a) the average unit cost of students with different types of SEN in mainstream schools;
- b) the number of students with SEN in the past two years in table form:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2012/13									
2013/14									

- c) the distribution of students with SEN in mainstream primary schools in the territory in the past two years according to the seriousness (i.e. tiers one, two and three)

	Tier 1	Tier 2	Tier 3
2012/13			
2013/14			

- d) the statistics on primary schools implementing the individual education plan (IEP) in the territory:

Number of IEP	Number of Schools
1	
2	
3	
4	
5	
6	

7 or above	
Total	

Asked by: Hon KWOK Dennis (Member Question No. 43)

Reply:

(a)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

To support schools to cater for their students with SEN, the EDB has been providing public sector schools with additional resources, professional support and teacher training. The estimated additional expenditures on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2014/15 school year is \$1,237 million. It should be noted that schools are required to deploy the resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Hence, we are unable to provide the average cost of students with different types of SEN in mainstream schools.

(b)

The number of students with SEN studying in public sector mainstream primary schools by SEN type in the 2012/13 to 2013/14 school years are as follows:

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2012/13	8 390	760	2 840	2 450	130	30	270	1 940	16 810
2013/14	8 190	750	3 310	2 850	120	30	260	1 880	17 390

(c) & (d)

All schools are requested to adopt the Whole School Approach to support these students through a 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to “add on” intervention, such as small group learning and pull-out programmes etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN under which schools are required to draw up an individual education plan (IEP) for each of these students. Irrespective of the tier of support required by the students with SEN and whether the student may require an IEP, schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward, and the need for providing an IEP may change, from time to time according to the performance and prevailing support needs of the students. Hence, we are unable to provide the distribution of students in each tier and the number of students provided with IEP in schools under the 3-Tier Intervention Model.

- End -



**CONTROLLING OFFICER'S REPLY****EDB108****(Question Serial No. 2291 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The implementation of the integrated education policy in mainstream schools at the secondary level was launched by the Government in 1997 to facilitate students with special educational needs (SEN) studying in mainstream schools. Will the Administration please provide the following information:

- a) the average unit cost of the various SEN school places provided in mainstream schools;
- b) the number of students with SEN in the past two years in table form:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2012/13									
2013/14									

- c) the distribution of students with SEN in mainstream secondary schools in the territory in the past two years according to the seriousness (i.e. Tier-1, Tier-2 and Tier-3)

	Tier 1	Tier 2	Tier 3
2012/13			
2013/14			

- d) the statistics on secondary schools implementing the individual education plan (IEP) in the territory:

Number of IEP	Number of Schools
1	
2	
3	
4	
5	
6	

7 or above	
Total	

Asked by: Hon KWOK Dennis (Member Question No. 44)

Reply:

(a)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

To support schools to cater for their students with SEN, the EDB has been providing public sector schools with additional resources, professional support and teacher training. The estimated additional expenditures on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2014/15 school year is \$1,237 million. It should be noted that schools are required to deploy their resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Hence, we are unable to provide the average cost of students with different types of SEN in mainstream schools.

(b)

The number of students with SEN studying in public sector mainstream secondary schools by SEN type in the 2012/13 and 2013/14 school years is as follows:

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2012/13	9 050	930	1 310	2 330	250	100	420	190	14 580
2013/14	9 890	930	1 660	3 010	240	100	400	210	16 440

(c) and (d)

All schools are requested to adopt the Whole School Approach to support these students through a 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to “add on” intervention, such as small group learning and pull-out programmes, etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN under which schools are required to draw up an individual education plan (IEP) for each of these students. Irrespective of the tier of support required by the students with SEN and whether the student may require an IEP, schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward, and the need for providing an IEP may change, from time to time according to the performance and prevailing support needs of the students. Hence, we are unable to provide the distribution of students in each tier and the number of students provided with IEP in schools under the 3-Tier Intervention Model.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB109**

**(Question Serial No. 2212)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (001) Salaries  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please give a breakdown of the actual expenditure on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Secretary in 2014-15, as well as the estimate for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Secretary in 2015-16.

Asked by: Hon KWOK Ka-ki (Member Question No. 9)

Reply:

The salary expenditure for the Secretary for Education (SED) in 2014-15 is \$3.42 million and the salary of SED in 2015-16 is \$3.58 million. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for SED in 2014-15 and there is no such provision in the estimate for 2015-16.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB110**

**(Question Serial No. 2214)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (001) Salaries  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please give a breakdown of the actual expenditure on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2014-15, as well as the estimate for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2015-16.

Asked by: Hon KWOK Ka-ki (Member Question No. 11)

Reply:

The salary expenditure for the Under Secretary for Education (US(Ed)) in 2014-15 is \$2.22 million and the salary of US(Ed) in 2015-16 is \$2.33 million. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for US(Ed) in 2014-15 and there is no such provision in the estimate for 2015-16.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB111**

**(Question Serial No. 2231)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (001) Salaries  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please give a breakdown of the actual expenditure on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2014-15, as well as the estimate for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2015-16.

Asked by: Hon KWOK Ka-ki (Member Question No. 28)

Reply:

The salary expenditure for the Political Assistant to Secretary for Education (PA/SED) in 2014-15 is \$1.20 million and the salary of PA/SED in 2015-16 is \$1.25 million. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for PA/SED in 2014-15 and there is no such provision in the estimate for 2015-16.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB112**

**(Question Serial No. 1543)**

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

The provision for special education for 2015-16 is estimated to be \$2,186.0 million, which is a 7.4% increase over the 2014-15 original estimate. Will the Administration please advise on the allocation of the increased provision and the expenditure items involved?

Asked by: Hon LAM Kin-fung, Jeffrey (Member Question No. 29)

Reply:

The provision for 2015-16 under Programme 4 Special Education is \$150.3 million or 7.4% higher than the original estimate for 2014-15. This is mainly due to increased provision for salaries grant arising from the 2014 pay adjustment and increased provision for various existing grants to schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB113**

**(Question Serial No. 2749)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

In 2015-16, the Bureau will consider the recommendations to be made by the Committee on Free Kindergarten Education and take follow-up action as appropriate. What are the one-off expenditure and annual estimates of the Bureau in relation to the implementation of free kindergarten education?

Asked by: Hon LAM Tai-fai (Member Question No. 3)

Reply:

The Committee on Free Kindergarten Education (the Committee) will submit its report to recommend practicable ways to implement free kindergarten (KG) education to the Education Bureau (EDB) in mid-2015. Upon receipt of the report, EDB will examine the recommendations of the Committee, formulate the policy and specific measures as well as estimate the resources and arrangements required for implementation. In tackling the subject, EDB will endeavour to strike a reasonable balance among factors such as the Government's financial commitment, parents' choice and financial capacity as well as the sustainable and quality development of the KG sector. We are not yet in a position to assess the financial implications of taking forward where appropriate the recommendations of the Committee on practicable ways to implement free KG education since we have yet to receive the Committee's report.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB114**

**(Question Serial No. 2750)**

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

Question:

Starting from the 2015/16 school year, the Education Bureau will increase the ratio of graduate teacher posts in public sector primary schools by phases for three years from the current 50% to 65% in the 2017/18 school year to attract more talent to join the teaching force of primary education so as to enhance the quality of teaching. What is the estimated annual expenditure on increasing the ratio of graduate teacher posts in primary schools to 65%? What is the estimated annual expenditure on increasing the ratio from 65% to 80% on par with that in secondary schools? What is the estimated annual expenditure on increasing the ratio from 80% to 100%? What is the estimated annual expenditure on increasing the ratio of graduate teacher posts in secondary schools from the current 80% to 100%?

Asked by: Hon LAM Tai-fai (Member Question No. 4)

Reply:

The additional full year cost for enhancing the ratio of graduate teacher posts in public sector primary schools to 65% is estimated to be about \$328 million. We have just set this new target which will be achieved by phases in three years starting from the 2015/16 school year. For the time being, we have no immediate plan to further increase the ratio of graduate teacher posts and thus are unable to readily provide the estimated annual expenditure on the different scenarios. We shall continue to keep in view all relevant factors, including the financial implications, prioritization of resources deployment and schools' progress in filling graduate teacher posts etc. and review the ratios of graduate teacher posts when necessary.

- End -



**CONTROLLING OFFICER'S REPLY****EDB115****(Question Serial No. 2751)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

What was the expenditure on duty visits outside Hong Kong incurred by the Secretary for Education after his assumption of office and what is the estimated expenditure in this regard in 2015-16? Please list, in tabular form, the locations, participants, effectiveness and follow-up actions, if any. What overseas practices and examples have been identified as suitable for application to the education system of Hong Kong and what is the estimated expenditure involved as well as time for implementation?

Asked by: Hon LAM Tai-fai (Member Question No. 5)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education (SED) after his assumption of office is at Annex.

Duty visits outside Hong Kong by the SED and his entourage are in strict compliance with the relevant Government requirements and have delivered results. Through in-depth exchanges with local education officers, academics and the education sector, the Bureau had gained better understanding of the good practices and valuable experience of other places, which had served as a useful source of reference when formulating major education policies, such as the 15-year free education, vocational education and e-learning, in recent years. On the other hand, SED had also showcased internationally Hong Kong's achievements in education, broadened and strengthened international ties and cooperation, and succeeded in bringing in some education experts to Hong Kong. For example, the SED's visit to Indonesia in December 2013 succeeded in restarting the process of formalising the cooperation agreement between the two places and his visit to Malaysia in January this year has led to the signing of a Memorandum of Understanding on education cooperation between the two places in March; the several visits in respect of 15-year free education enabled the Bureau to successfully invite overseas educational experts to attend an international forum on kindergarten education we organised. Duty visits to the Mainland also served to enhance cooperation in education. For example, SED's visits to Shenzhen had led to the signing of a cooperation agreement with the Shenzhen authorities under which the admission eligibility of the Scheme of Classes for Hong Kong Children was extended to cover children whose parents were both non-Hong Kong permanent residents so that these children could choose to pursue their studies in Shenzhen and hence relieve Hong Kong's pressure in handling cross-boundary students; SED's visits to Ningbo and Hangzhou contributed directly to the forming of several pairs of sister schools between the Mainland and Hong Kong. Moreover, in almost all his duty visits outside Hong Kong, SED had had extensive exchanges with and listened to the views of students from Hong Kong, which helped ensure that the Mainland University Study Subsidy Scheme and the Hong

Kong Scholarship for Excellence Scheme launched last year best met the needs of the students.

In 2015-16, duty visits will be conducted based on operational needs and prior approval is needed before related expenses are incurred. In making an application for duty visit, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

**Details of Duty Visits outside Hong Kong made by  
Secretary for Education (SED) from 1 July 2012 up to 15 March 2015  
(as at 12 March 2015)**

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office <sup>Note</sup></b>
16 to 17 July 2012	Beijing	To pay a courtesy call to the Ministry of Education.	2	30,826
11 October 2012	Shenzhen	To attend an approving ceremony held by the Chinese University of Hong Kong (Shenzhen) and take a tour of the University of Hong Kong-Shenzhen Hospital.	1	3,400
27 to 30 January 2013	United Kingdom	To attend the annual Education World Forum upon invitation and deliver a speech sharing Hong Kong's experience in education and promote Hong Kong's role as a regional education hub. Attendees included dozens of education ministers from around the world.	2	188,160
10 to 17 March 2013	Canada and USA	To promote the recognition of the New Academic Structure and the Hong Kong Diploma of Secondary Education, boost Hong Kong's role as a regional education hub, and study the policies and measures of kindergarten education in the USA and Canada.	2	342,704
29 May to 1 June 2013	Korea	(a) To study kindergarten education with representatives from the Committee on Free Kindergarten Education; and (b) To study the use of information technology in education with representatives from the Hong Kong Education City.	2	44,048
25 to 26 June 2013	Singapore	To officiate at the International Student Seminar upon invitation and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over 300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials and organisations.	1	32,179
8 July 2013	Shenzhen	To pay a courtesy call on and	2	3,124

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office <sup>Note</sup></b>
		exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children.		
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the same opportunity to study the use of information technology in education in Singapore.	2	190,900
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to participate in activities and exchange views with local officials and organisations in Shanghai and Beijing; and to study the secondary schools history curriculum and vocational education in of both cities.	2	77,769
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and pay courtesy calls on officials of the Department of Education of Guangdong Province and the Bureau of Education of Guangzhou Municipality to exchange views on higher education policy.	2	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters, promote Hong Kong's role as a regional education hub, and encourage cooperation and exchange on education matters between Hong Kong and member nations of ASEAN.	2	41,552
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual Education World Forum upon invitation. To introduce the achievements, latest developments and priorities of Hong Kong in education and to exchange views with other ministers on education policy and	2	200,464

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office <sup>Note</sup></b>
		future developments in education (especially the application of information technology). Attendees included dozens of education ministers from around the world.		
28 February to 2 March 2014	Shanghai	To attend the International Convention on Science of Learning upon invitation. To listen to and exchange with prominent learning scientists from around the world sharing their expertise in different aspects of education, including social influences on learning; language, bilingualism and multicultural learning; and technologies for learning purposes.	1	21,649
27 to 30 March 2014	New Zealand	To attend the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and teacher representatives from around the world.	1	64,325
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries and learn more about the latest developments and good practices in the EU system, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education.	2	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai. To let participants see for themselves the cultural heritage, latest developments, and challenges and opportunities on the Mainland through a series of visits and exchange activities.	2	43,079

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office <sup>Note</sup></b>
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places.	2	25,339
21 August 2014	Shenzhen	To meet with the Director of the Shenzhen Municipal Education Bureau. To exchange views on education issues of mutual concern (including the issue of cross-boundary students) in order to deepen cooperation between Hong Kong and Shenzhen.	2	1,946
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools.	1	15,774
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland to study their vocational education systems and good practices in promoting young persons' career development.	2	175,456
5 to 7 December 2014	Nanjing	To lead a delegation of Hong Kong secondary school students studying Chinese History (with over 200 students and teachers) to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing. It is hoped that the on-site visit and expert analysis will enable student participants to look into the historical developments of the country from multiple perspectives.	2	25,560

<b>Date</b>	<b>Destination</b>	<b>Purpose and main itinerary</b>	<b>Number of official entourage from SED's Office</b>	<b>Total expenditure incurred by SED and official entourage from SED's Office <sup>Note</sup></b>
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote and strengthen Hong Kong's education relationship with Malaysia and Hong Kong's role as a regional education hub to Malaysian students.	1	19,639
30 January 2015	Guangzhou and Shenzhen	To accompany the Chief Executive in meetings with Guangdong Party Secretary and Shenzhen Party Secretary.	-	125

Note :

The total expenditure includes expenses on accommodation and travelling, subsistence allowance for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and other incidental expenses related to the duty visits outside Hong Kong for the Secretary for Education and his entourage.

- End -

**CONTROLLING OFFICER'S REPLY****EDB116****(Question Serial No. 2765)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

During 2015-16, the Education Bureau will provide more Mainland exchange opportunities for primary and secondary school students. Regarding the related work details in the past 5 years and the coming year, please list out for each year the subsidised primary and secondary schools; the Mainland cities visited in the exchange programmes; the number of students benefitted; the hosting organisations collaborated with; and the expenditures involved. Has the Administration assessed the effectiveness of the scheme? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LAM Tai-fai (Member Question No. 21)

Reply:

The Education Bureau (EDB) does not keep information about whether and when individual schools have joined the Mainland exchange programmes (MEPs), and therefore EDB does not have a readily available list of schools participating in MEPs in the last five years.

MEPs are either commissioned by EDB or organised by schools on their own with subsidies from EDB, both covering different provinces and cities in the Mainland.

The number of secondary and primary school students who were subsidised to join MEPs over the past five years (2010-11, 2011-12, 2012-13, 2013-14 and 2014-15) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)		Expenditure (\$million)	
	Secondary Students	Primary Students	Secondary Students	Primary Students
2010-11	22 000	16 500	36.0	12.4
2011-12	19 700	19 900	33.1	13.6
2012-13	12 800	7 400	27.8	4.5
2013-14 <sup>#</sup>	26 200	16 700	30.6	10.6
2014-15 <sup>+</sup>	29 100	17 300	34.9	11.7

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

<sup>+</sup> Provisional figures

The estimated number of places for secondary and primary school students to join MEPs in 2015-16 and the estimated expenditure are shown below:



Financial Year	Number of students (rounded down to the nearest hundred)		Estimated expenditure (\$million)	
	Secondary Students	Primary Students	Secondary Students	Primary Students
2015-16^	46 300	24 100	66.1	17.6

^ Estimated figures

After the completion of each MEP, feedback of participants would be collected through questionnaires and focus group meetings. Based on the information collected, a majority of the participants reflected that the learning objectives of MEPs were met.

- End -

**CONTROLLING OFFICER'S REPLY****EDB117****(Question Serial No. 2766)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

During 2015–16, the Education Bureau will continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new academic structure; and provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between basic education and senior secondary education for students with intellectual disability. What are the details of and manpower arrangements for the measures as well as the expenditure involved from the Administration to support special education in the coming year?

Asked by: Hon LAM Tai-fai (Member Question No. 22)

Reply:

The adapted new senior secondary (NSS) curriculum implemented in the 2015/16 school year for students with intellectual disability (ID) covers Chinese Language, Mathematics, Liberal Studies/Independent Living, Physical Education, Visual Arts, Music, Design and Applied Technology, Information and Communication Technology, Technology and Living, Health Management and Social Care and the adapted Applied Learning courses.

With the implementation of the NSS curriculum, special schools for children with ID are provided with 1.9 teachers per NSS class starting from the 2009/10 school year. They are provided with a Senior Secondary Curriculum Support Grant on a recurrent basis, which is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. In addition, these schools are also provided with a Diversity Learning Grant to support their offering of diversified curriculum such as adapted Applied Learning courses.

Apart from the above, resources are deployed for enriching the curriculum materials for the adapted NSS curriculum in schools for children with intellectual disability (NSS(ID)), strengthening the professional development programmes for teachers, developing resource materials to support learning and teaching of the NSS(ID) curriculum, and enhancing the curriculum continuity at the interface between senior secondary and basic education levels. The total expenditure for the 2015/16 school year is \$20.3 million, with breakdown as follows:

	2015/16 school year (\$ million) (estimate)
Support for schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	8.2
Senior Secondary Curriculum Support Grant	9.4

Diversity Learning Grant	2.7
Total	20.3

- End -

**CONTROLLING OFFICER'S REPLY****EDB118****(Question Serial No. 2139)**

Head: (156) Government Secretariat : Education Bureau

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

Programme: (5) Other Education Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- (1) The number of ethnic minority students taking the P3 Territory-wide System Assessment (TSA) in Chinese Language and the number of ethnic minority students taking the S3 TSA in Chinese Language in 2014;
- (2) Among the students referred to in (1), the number of students attaining Basic Competency in the P3 and the S6 TSA in Chinese Language respectively;
- (3) The number of non-Chinese speaking students taking the P3 Territory-wide System Assessment (TSA) in Chinese Language and the number of ethnic minority students taking the S3 TSA in Chinese Language in 2014; and
- (4) Among the students referred to in (3), the number of students attaining Basic Competency in the P3 and the S6 TSA in Chinese Language respectively.

Asked by: Hon LAU Wai-hing, Emily (Member Question No. 34)

Reply:

In brief, the Territory-wide System Assessment (TSA), underpinned by the concept of assessment for learning, is a standards-referenced assessment set against Basic Competencies (BCs) in the core subjects of Chinese, English and Mathematics. It aims to give a comprehensive picture of students' learning needs objectively and systematically and generate effective assessment data at both the system level in the form of a territory-wide, trend-analysis type of report and the school level in the form of individual school reports including item analysis reports. With such meaningful, measurable and reliable evidence, stakeholders may work individually and collaboratively to address, in a targeted fashion, the learning gap so identified or, generally, to raise the overall standards. TSA, complemented by findings of studies as appropriate and other relevant data, also forms an evidence-based feedback loop to facilitate reflection and refinement of teaching practices and provide an informed view on how to better ensure the continued relevance of the teacher competencies, which is crucial to teachers' continuing professional development.

In the 2013/14 school year, 982 and 430 non-Chinese speaking (NCS) students participated in the Chinese Language assessment under TSA at Primary 3 and Secondary 3 respectively. According to our established practice, we will not disclose the attainment rate of individual groups of students to avoid labelling and piece-meal misinterpretation of the results. The information generated, though may not be fully representative in light of the relatively low participation, served as reference for the review of NCS students' learning of the Chinese language by the Education Bureau and the schools concerned in the manner as afore-mentioned. In fact, NCS students' learning of the Chinese language cannot simply be based on their

attainment rates of BCs under TSA. With the implementation of the “Chinese Language Curriculum Second Language Learning Framework” from the 2014/15 school year, schools are provided with assessment tools that help them assess the attainment of NCS students as their on-going internal assessment with reference to the expected outcome of different levels. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB119****(Question Serial No. 2140)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) with a view to enabling non-Chinese speaking students to bridge over to mainstream Chinese classes. In this connection, will the government inform this Council of:

- (1) The number of non-Chinese speaking students who have bridged over to mainstream Chinese classes in the school year 2014/15 and which grade levels these students are in; and
- (2) The number of non-Chinese speaking students who are expected to bridge over to mainstream Chinese classes in the second half of the school year 2014/15 and which grade levels these students are in.

Asked by: Hon LAU Wai-hing, Emily (Member Question No. 35)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the creation of an inclusive learning environment in schools. Developed from the perspective of second language learners, the “Learning Framework” provides teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in “small” steps at different learning stages in accordance with the curriculum. It also serves as a set of benchmarks for student attainment adopting as reference for evaluation of learning effectiveness. Schools are provided with assessment tools that help them assess the attainment of NCS students as their on-going internal assessment with reference to the expected outcome of different levels. Schools could then make evidence-based recommendations as to whether individual NCS students could bridge over to the mainstream Chinese Language classes and help them make an informed choice for articulation to mainstream Chinese Language examination in the Hong Kong Diploma of Secondary Education or taking the Applied Learning Chinese (for NCS Students) subject and attaining other internationally recognised Chinese Language qualifications.

The support measures, including the Learning Framework, need time to take root and create a sustainable impact on the NCS students. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate. The number of NCS students who have bridged over or are expected to bridge over to mainstream Chinese classes would in any case only serve as reference for evaluating the effectiveness of the support measures.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB120**

**(Question Serial No. 2141)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the government inform this Council of:

- (1) The number of kindergarten teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all kindergarten teachers in Hong Kong;
- (2) The number of kindergarten with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all kindergartens in Hong Kong;
- (3) The number of primary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary school teachers in Hong Kong;
- (4) The number of primary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary schools in Hong Kong;
- (5) The number of secondary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary school teachers in Hong Kong;
- (6) The number of secondary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary schools in Hong Kong; and
- (7) The respective number of kindergarten, primary school and secondary school teachers subsidized by the Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) in 2014/15 and are in the relevant recognised post-secondary programmes.

Asked by: Hon LAU Wai-hing, Emily (Member Question No. 36)

Reply:

In respect of teaching Non-Chinese Speaking (NCS) students to learn Chinese language, schools make different arrangements to cater for the needs of these students having regard to their own circumstances. The number of teachers teaching NCS students Chinese language may vary from school to school and even

for the same school, from year to year. We do not possess data on teachers with training in teaching Chinese as a second language nor can we provide the number of schools with teachers in this regard.

With a view to encouraging serving Chinese Language teachers at primary and secondary levels to take courses that aim to enhance their pedagogical knowledge and skills in teaching Chinese to non-Chinese speaking (NCS) students, the Education Bureau (EDB) launches a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language), funded under the Language Fund, starting from the 2014/15 school year on a pilot basis. So far, applications for earmarking of grant from 12 and 14 serving Chinese Language teachers teaching at primary and secondary levels have respectively been approved under the Scheme. The provision of grant comprises two tiers, including a basic subsidy and an extra subsidy. A basic level of subsidy will be offered at 30% of the tuition fee of a programme of study recognised under the Scheme, subject to maximum of \$30,000 per teacher, upon successful completion of programme of study. There is no undertaking requirement. In order to encourage more Chinese Language teachers currently teaching Chinese to NCS students to apply for the grant and continue to teach in schools offering local school curriculum upon successful completion of programme of study, an extra 30% of the tuition fee, subject to an additional maximum of \$30,000 per teacher, will be offered to those teachers who continue to teach NCS students Chinese in schools offering local school curriculum for a total of three years within five years upon successful completion of programme of study.

- End -



**CONTROLLING OFFICER'S REPLY****EDB121****(Question Serial No. 2142)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Education Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has set up a dedicated team in the Bureau to step up the monitoring of the enhanced funding support for schools to support non-Chinese speaking students' learning. Also, the Education Bureau has finalized the research framework to evaluate the effectiveness of various support measures for non-Chinese speaking students. In this connection, will the government inform this Council of:

- (1) The membership of the dedicated team;
- (2) Whether the dedicated team comprises members other than officials of the Education Bureau and if yes, the list and backgrounds of such members;
- (3) The indicators set under the research framework to evaluate the effectiveness of the support measures for non-Chinese speaking students and the relative weights of these indicators;
- (4) When the research framework will start or has started to be used;
- (5) Whether there is periodic review of the impact of the support measures including the "Chinese Language Curriculum Second Language Learning Framework";
- (6) How the Education Bureau engages researchers and teachers to make the evaluation and proposals following the evaluation more evidence-based;
- (7) What kinds of information the Bureau will make public from the evaluation process to be accountable to the public; and
- (8) How the Bureau will engage stakeholders such as civil society organizations and ethnic minorities in the evaluation process.

Asked by: Hon LAU Wai-hing, Emily (Member Question No. 37)

Reply:

(1)&(2)

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. A dedicated team, comprising EDB officers,

has been set up in EDB to ensure schools' proper use of the enhanced funding ranging from \$0.8 million to \$1.5 million provided for each eligible school per school year for this purpose. Specifically, the team will examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. Schools' use of the funding, which is purpose-specific for supporting NCS students' learning of the Chinese language, is also monitored by supervisory visits. Besides, feedback will be collected from major stakeholders of each school concerned (including principals, co-ordinators of support measures for NCS students in each school, Chinese Language teachers teaching NCS students, NCS parents, NCS students and non-governmental organisations where appropriate) through questionnaires, interviews, etc..

- (3) Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.
- (4) Data collection and associated research work under the research framework would start from the end of the 2014/15 school year, when initial data on the performance of NCS students and feedback on the impact of various support measures are available.
- (5) The support measures would be reviewed on an on-going basis in light of all relevant consideration, including the findings under the research framework. As regards the "Learning Framework", EDB has consulted teachers and language experts when formulating it and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the "Learning Framework", especially the supporting materials, on an on-going basis and refine them in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the "Learning Framework" would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed.
- (6) The research design is commissioned to researchers from tertiary institutions to benefit from their academic rigorousness and objectivity. First-hand information based on observation on the use of the "Learning Framework" for curriculum planning, learning, teaching and assessment as well as discussion with teachers will be used as the basis for evaluating the effectiveness of the support measures.
- (7) EDB would share with stakeholders information collected from the evaluation process, including the performance of NCS students in Chinese Language, feedback of schools on the support services and recommendations for improvement where appropriate.
- (8) As an integral part of the evaluation process, EDB would engage widely stakeholders including non-governmental organisations and the ethnic minority communities through various data collection methods such as focus group discussions and interviews.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB122**

**(Question Serial No. 2143)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (1) Whether the Education Bureau has allocated any batches of funding to the University of Hong Kong (HKU) to conduct research or support programmes on the Chinese language education of non-Chinese speaking students for the school year 2015/16 or thereafter and if yes, the amount of each batch of funding, the period that each batch of funding covers and how each batch of funding is to be spent;
- (2) The number of kindergartens supported by HKU in its University-School Support Programme (USP) in 2014/15 and the percentage of these kindergartens among all kindergartens with non-Chinese speaking students in this academic year;
- (3) The number of secondary schools supported by HKU in its University-School Support Programme (USP) in 2014/15 and the percentage of these secondary schools among all secondary schools with non-Chinese speaking students in this academic year;
- (4) The number of secondary school students supported by HKU in its Student Support Programme on Chinese Language for non-Chinese Speaking Students (SSP) in 2014/15 and the percentage of these students among all non-Chinese speaking secondary students in this academic year;
- (5) The average scores of student participants of the SSP in the pre-test and post-test they took under the SSP in 2013/14; and
- (6) Whether the Education Bureau has commissioned other tertiary institutions to support primary schools in teaching non-Chinese speaking students and non-Chinese speaking primary school students in 2014/15 and thereafter and if yes, the details of the funding, including the amount of the funding, target groups and period covered.

Asked by: Hon LAU Wai-hing, Emily (Member Question No. 38)

Reply:

- (1) The Education Bureau (EDB) has not commissioned any research on the Chinese language education of non-Chinese speaking (NCS) students to The University of Hong Kong (HKU) for the 2015/16 school year and thereafter. But HKU has been commissioned to conduct one University-School Support Programme (USP) from the 2014/15 school year to the 2016/17 school year. The total amount of funding is \$12.3 million and HKU is required to spend the funding in accordance with the ambit of the project, i.e. to support primary schools in the learning and teaching of Chinese Language for NCS students. Also, EDB has commissioned HKU through tender to conduct the Student

Support Programmes (SSP) for NCS secondary and primary students to support their learning of Chinese Language for a contract sum of about \$4.1 million in the 2015/16 school year. The objective of this 120-hour SSP offered to NCS students after school hours or during holidays is to support early integration of NCS students into the community, including facilitating their adaptation to the local education system and mastery of the Chinese Language. It is expected that through intensive remedial support of SSP, these NCS students will raise their level of proficiency in the Chinese Language and would be better equipped for taking relevant public examinations.

- (2) In the 2014/15 school year, 61 kindergartens are supported by HKU in its USP, representing about 11% of all kindergartens with NCS students. In addition, professional development activities of this USP are extended to all kindergartens, including those not under support. Hence, a higher proportion of the kindergartens beyond the statistical percentage are able to benefit from USP.
- (3) In the 2014/15 school year, there are 18 secondary schools supported by HKU in its USP. The percentage of these secondary schools among all secondary schools with NCS students in this school year is about 7%.
- (4) NCS students are nominated by their schools to join SSP on a voluntary basis. The number of secondary school students and the percentage of these students supported by HKU in SSP among all NCS secondary students in the 2014/15 school year are tabulated below:

Number of NCS secondary students supported by SSP	Number of NCS secondary students in Hong Kong	Percentage of NCS secondary students supported by SSP
494	8 224	6%

Note: Figures include government, aided, caput and Direct Subsidy Scheme schools, but not local private, private independent, ESF and international and special schools.

- (5) The pre-test and post-test were conducted by HKU for the individual NCS participants with the primary objective to identify his/her learning needs and feedback to learning. Different assessment papers would be used according to the ability of students. Hence, average scores of the pre-test and post-test are not readily available.
- (6) EDB has commissioned the PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University to conduct a 3-year USP from the 2014/15 school year to the 2016/17 school year to support primary schools in the learning and teaching of Chinese Language for NCS students. The total amount of funding is \$5.18 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB123**

**(Question Serial No. 2144)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the government tabulate the details of all the Education Bureau's support programmes for non-Chinese speaking students in 2013/14, 2014/15 and 2015/16 including the "Chinese Language Curriculum Second Language Learning Framework", development of the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, teacher training, Chinese Language Learning Support Centres and alternative Chinese examinations subsidies, and inform the Council of the actual total expenditure on support measures for non-Chinese speaking students in 2013/14 and the estimated total expenditures on support measures for non-Chinese speaking students in 2014/15 and 2015/16.

Asked by: Hon LAU Wai-hing, Emily (Member Question No. 39)

Reply:

The support measures for non-Chinese speaking (NCS) students in the 2013/14, 2014/15 and 2015/16 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2013/14, 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>	<b>Estimated expenditure in the 2015/16 school year \$ million</b>
<p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	<p>61.3</p> <p>Note 1</p>	<p>197.7</p> <p>Note 1</p>	<p>210.0</p> <p>Note 1</p>
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note 1</p>	<p>3.0</p> <p>Note 1</p>	<p>3.0</p> <p>Note 1</p>
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.

Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.6	3.7	3.7
<p>A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	21.0	-	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.5	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	2.0	5.2
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.33	1.87	2.62

District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.51	2.51	Note 2
Support for kindergartens admitting NCS students -			
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	3.0	3.0	0.7 Note 1
(b) School-based professional support services	Note 1	Note 1	Note 1

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.
2. Subject to further deliberation by the Standing Committee on Language Education and Research, the programmes may be fine-tuned by, among others, extension to NCS students aged 9-12 so as to encourage primary schools admitting more NCS students to create an immersed Chinese environment for their students and providing these students with learning experience outside schools by joining the activities. The estimated expenditure is still being worked out.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB124**

**(Question Serial No. 0482)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: Not Specified  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please advise on the estimated expenditure of Item 848 "Implementation of the Fourth Strategy on Information Technology in Education" under Subhead 700 for 2015-16.

Asked by: Hon LEE Cheuk-yan (Member Question No. 13)

Reply:

The estimated expenditure for the implementation of the "Fourth Strategy on Information Technology in Education" for 2015-16 is \$51 million, including \$40 million as one-off grant for about 400 schools (which are prepared to use e-textbooks or other e-learning resources in the 2015/16 school year) to acquire mobile computing devices; \$10 million for Hong Kong Education City Limited to acquire e-learning resources; and \$1 million for other support measures, such as engagement of contract staff for project management.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB125**

**(Question Serial No. 0483 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding item 849 under the subhead 700 "Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools", please advise the reasons for conducting the pilot, the details and the estimated expenditure in 2015-16.

Asked by: Hon LEE Cheuk-yan (Member Question No. 13 )

Reply:

To enhance the readiness of non-Chinese speaking (NCS) students and students with specific learning difficulties (SpLD) for work and further studies, the Education Bureau plans to commission non-governmental organisations, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year. The pilot projects aim to trial-run programmes that would enable these students to understand their personal strength, provide them with the knowledge about the different jobs and prepare them to enter the career world through authentic career-related experience. The programmes will be specially designed to assist NCS students to prepare for the cultural adaption and integration at work, and the students with SpLD to understand their strengths and overcome their difficulties through mentorship and job-shadowing. Practical guidelines on preparing these students for transition to work will be developed for parents, teachers and mentors. The expenditure for the 3-year pilot projects to be commissioned as from the 2015/16 school year is estimated to be about \$16.563 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB126****(Question Serial No. 1841)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Under Programme (6), the estimated provision has increased \$46.0 million. This is mainly due to increased provision for International Culinary Institute and the Pilot Training and Support Scheme in 2015-16. Please provide the details and estimated expenditure for 2015-16.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 1)

Reply:

The International Culinary Institute (ICI) is established to support the Government's initiative to enhance international culinary arts training to help brand Hong Kong as a tourism and gourmet paradise. Prior to the completion of the ICI campus, the Vocational Training Council (VTC) has commenced the operation of the ICI by progressively offering training programmes starting from the 2014/15 academic year to meet the needs of the industry using existing facilities of VTC. In 2015-16, the estimated expenditure in supporting the training and planning of the ICI is about \$17 million.

As for the Pilot Training and Support Scheme (Pilot Scheme), it aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, VTC has started to implement the Pilot Scheme starting from the 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student. The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

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

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and with a high level of technology contents; and

- (c) The industry is committed to providing allowance or subsidy to trainees and offering a certain salary level to trainees who have completed the apprenticeship training and are willing to join relevant industries.

As at February 2015, the electrical and mechanical services trades of the construction industry, printing industry, clock and watch industry and automobile industry have joined the Pilot Scheme. The Pilot Scheme will benefit 2 000 students in total.

The Pilot Scheme will incur an estimated non-recurrent expenditure of \$144 million in total from the Government, and the estimated financial provision for 2015-16 is \$32 million. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB127**

**(Question Serial No. 1842)**

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

Starting from the 2015/16 school year, the Administration will increase the ratio of graduate teacher posts in public sector primary schools by phases for three years from the current 50% to 65% in the 2017/18 school year to attract more talent to join the teaching force of primary education, costing \$328 million a year. How many primary graduate teacher posts will be created for the school years from 2015 to 2018? How will the additional posts effectively enhance the quality of teaching?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 2)

Reply:

Pursuant to the enhancement of the ratio of graduate teacher posts in public sector primary schools from 50% to 65%, it is estimated that about 3 300 additional graduate teacher posts, to be offset by the corresponding number of non-graduate teacher posts, will be provided for public sector primary schools at an additional full year cost of about \$328 million. Teachers selected for filling the graduate teacher posts are required to assist in promoting initiatives in their schools for continuous improvement. It is also expected that the enhanced ratio of graduate teacher posts will attract more talents to join the teaching force of primary education and add further impetus to the pursuit of excellence.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB128**

**(Question Serial No. 1843)**

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

What is the number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels and by major SEN types from the 2012/13 to 2014/15 school years?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 3)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels by major SEN types from the 2012/13 to 2014/15 school years is set out at the Appendix.

**Number of students with SEN studying in public sector mainstream primary schools  
by grade levels by major SEN types from the 2012/13 to 2014/15 school years**

<b>Specific Learning Difficulties</b>	P1 #	P2	P3	P4	P5	P6
2012/13	20	533	1 645	1 943	2 084	2 163
2013/14	18	437	1 770	1 862	1 984	2 115
2014/15	13	318	1 806	2 047	1 892	2 013

<b>Intellectual Disability</b>	P1 #	P2	P3	P4	P5	P6
2012/13	67	88	113	181	161	154
2013/14	97	88	98	130	181	157
2014/15	76	120	126	103	134	181

<b>Autism Spectrum Disorders</b>	P1	P2	P3	P4	P5	P6
2012/13	496	542	487	469	425	417
2013/14	547	662	624	533	502	444
2014/15	571	684	746	694	574	532

<b>Attention Deficit/ Hyperactivity Disorder</b>	P1	P2	P3	P4	P5	P6
2012/13	57	186	414	535	634	628
2013/14	45	200	508	648	700	751
2014/15	77	207	515	807	853	811

<b>Physical Disability</b>	P1	P2	P3	P4	P5	P6
2012/13	13	23	22	15	22	31
2013/14	12	18	23	25	16	21
2014/15	12	16	21	23	26	16

<b>Visual Impairment</b>	P1	P2	P3	P4	P5	P6
2012/13	2	3	5	7	4	11
2013/14	4	5	3	5	7	4
2014/15	6	5	5	3	5	7

<b>Hearing Impairment</b>	P1	P2	P3	P4	P5	P6
2012/13	35	34	42	48	49	57
2013/14	38	36	43	44	51	52
2014/15	44	46	38	46	44	56

<b>Speech &amp; Language Impairment</b>	P1#	P2	P3	P4	P5	P6
2012/13	30	890	445	268	189	117
2013/14	36	815	447	271	178	130
2014/15	17	916	440	261	146	112

# The figures denote the position as at September of the respective school years. The number of students identified to have SEN will increase during the year through early identification and intervention measures.

- End -



**CONTROLLING OFFICER'S REPLY****EDB129****(Question Serial No. 1844)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide the number of non-Chinese speaking (NCS) students and its percentage share in the total number of students by pre-primary education, primary education and secondary education for the 2014/15 school year.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 4)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and its percentage share among all students by level in the 2014/15 school year are tabulated below:

Level	No. of NCS students (Notes 1 and 2)	Total no. of students (Note 5)	Percentage of NCS students among all students
Pre-primary (K1 to K3) (Note 3)	11 933	176 397	6.8%
Primary (Primary 1 - 6) (Note 4)	8 697	280 992	3.1%
Secondary (Secondary 1 - 6) (Note 4)	8 224	350 378	2.3%

Notes:

- Figures refer to the position as at September of 2014.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
- The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

- End -

**CONTROLLING OFFICER'S REPLY****EDB130****(Question Serial No. 1845 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education  
(4) Special Education  
(5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide by disability type the number of disabled students currently studying in mainstream secondary schools. Regarding the provision of services and support to cater for their special learning needs, what are the specific plans in 2015-16? What is the estimated expenditure?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 5)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools in the 2014/15 school year is as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Secondary	10 520	910	1 990	3 640	220	90	380	240

In the 2015/16 school year, the Education Bureau (EDB) will continue to provide additional resources and professional support to schools on top of regular subvention for all mainstream schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources will include Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support will be provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We will also continue to offer structured teacher training and strengthen school networking for sharing of good practices and develop teaching resources for use of teachers and parents. Furthermore, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector mainstream schools by the 2016/17 school year. To further enhance the support for students with SEN in mainstream schools, the EDB has increased the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support has also been raised to \$156,000. Starting from the 2015/16 school year, the grant rates of the LSG and the ceiling of \$1.5 million per school per annum will be adjusted annually according to the change in the

Composite Consumer Price Index thereafter.

As announced in the 2015 Policy Address, we will invite the Community Care Fund (CCF) to consider providing a cash grant for mainstream schools with relatively more students with SEN and financial needs so that a designated teacher can be deployed to co-ordinate matters relating to SEN support. Details of the pilot scheme will be announced by the CCF at a later stage.

Over and above the regular spending on students in mainstream primary and secondary schools (which all students including those with SEN benefit alike), the estimated additional expenditure on the above support measures for students with SEN in mainstream schools in the 2015/16 school year (the CCF pilot project not included) is about \$1,291 million. As some of the support services are provided to primary and secondary schools as a whole (e.g. teacher training), we are not able to breakdown the cost separately for primary and secondary schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB131**

**(Question Serial No. 1846)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide details of special education training programmes in the past 3 years (i.e. from 2012/13 to 2014/15 school years), including their course types, hours of instruction, number of places, funding involved, the number of teachers participated and the unit cost of each training place.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 6)

Reply:

The breakdown of training programmes on catering for students with special educational needs (including the type of courses, hours of instruction, number of places, provision involved, number of participants and unit cost of each training place) provided to teachers in the 2012/13, 2013/14 and 2014/15 school years is summarised at the Appendix.

**Teacher Training Programmes on Catering for Students with Special Educational Needs from the 2012/13 to 2014/15 School Years**

Type of Courses		2012/13 School Year (Actual)				2013/14 School Year (Actual)				2014/15 School Year ( Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
1	Professional development programme for teachers (Catering for diverse learning needs) Basic Level	39	240 (140)	3,600,000	15,000	39	240 (193)	3,600,000	15,000	39	240	3,600,000	15,000
2	Professional development programme for teachers (Catering for diverse learning needs) Advanced Level	117	200 (192)	9,000,000	45,000	117	200 (175)	9,000,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 3)	30	480 (509)	6,311,600	12,400	30	600 (644)	7,921,200	12,300	30	600	7,440,000	12,400
4	Advanced Course on Catering for Diverse Learning Needs (Note 3 & 4)	90-102	320 (279)	10,936,800	39,200	90-102	270 (272)	10,716,800	39,400	102	320	13,472,000	42,100
5	Thematic Course on Supporting Students with SEN - Cognition and Learning Needs (Note 3)	120	280 (168)	7,308,000	43,500	120	230 (166)	6,855,800	41,300	120	240	11,112,000	46,300
6	Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Note 3)	120	160 (147)	7,276,500	49,500	120	200 (200)	10,040,000	50,200	120	280	14,560,000	52,000
7	Thematic Course on Supporting Students with SEN - Sensory, Communication and Physical Needs (Note 3)	90	160 (100)	3,840,000	38,400	90	220 (198)	7,603,200	38,400	90	160	6,240,000	39,000

Type of Courses		2012/13 School Year (Actual)				2013/14 School Year (Actual)				2014/15 School Year ( Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
8	Course on “Effective Strategies for Managing Students’ Challenging Behaviour : A Psychological Approach” (Note 3)	120	50 (30)	996,000	33,200	120	50 (42)	1,591,800	37,900	120	45	1,768,500	39,300
9	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants”	12	560 (560)	868,000	1,550	12	560 (559)	894,400	1,600	12	720	1,260,000	1,750
10	Theme-based Seminars / Workshops for ordinary and special schools on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, Children with Medical Complexity, etc.	2-42	6250 (4927)	356,000	NA (Note 5)	2-42	7610 (6008)	722,100	NA (Note 5)	2-42	6800	701,700	NA (Note 5)
11	Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities	240	40 (27)	2,889,000	107,000	240	40 (40)	4,288,000	107,200	240	40	4,632,000	115,800
<b>TOTAL</b>				<b>53,381,900</b>				<b>63,233,300</b>				<b>73,786,200</b>	

*Note 1: Provision for items 1 and 2 is calculated based on the number of places offered by the service providers while that for the other items are calculated according to the number of participants of the respective programmes.*

*Note 2: Number of participants for the 2014/15 school year is not yet available.*

*Note 3: These courses are operated in a full-time block release mode with the provision of supply teachers. The respective provisions cover both the cost of the courses and provisions for supply teacher grant.*

*Note 4: The 12-hour optional attachment has become a compulsory module of the Advanced Course from the 2014/15 school year onwards.*

*Note 5: These training programmes are partly conducted by Education Bureau staff and partly commissioned to outside professionals, but the respective provisions only cover the latter. Hence, the unit cost cannot be calculated.*

- End -

**CONTROLLING OFFICER'S REPLY****EDB132****(Question Serial No. 1847)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Administration implemented the e-Textbook Market Development Scheme in order to promote e-teaching and learning and alleviate the financial burden of parents in purchasing textbooks. In this connection, will the Administration inform us of the amount of resources it allocated to promote e-learning and internet textbooks in primary and secondary schools in the past 2 years? Please list out details of every expenditure item as well as the effectiveness.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 7)

Reply:

We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education and are not required to report to us on how they have used the grant. The amount of CITG for the past two financial years was \$328 million for 2013-14 and \$341 million for 2014-15.

Apart from recurrent grant, in the past two financial years, we have also launched the Support Scheme for e-Learning in Schools in 2014 with a non-recurrent funding of \$50 million under which 100 public sector schools have been provided with a one-off grant to enhance their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. The Scheme is well-received by schools, in particular in the adoption of subscription mode which could provide a quality and reliable WiFi service for schools.

The Pilot Scheme on e-Learning in Schools (Pilot Scheme), which was launched in 2010 with \$68 million out of a non-recurrent commitment of \$128 million for promotion of e-learning in the school sector, was also completed in the 2013-14 school year. A research study was conducted on the Pilot Scheme, among others, to examine the benefits of e-learning. The findings are positive in that, among others, e-learning has facilitated the learning and teaching of students and the adoption of e-learning pedagogies by teachers. The outcome shows that we are promoting IT in education in the right direction and it is useful for mapping out the proposed measures under the Fourth Strategy on Information Technology in Education (ITE4).

Besides, two phases of e-Textbook Market Development Scheme (EMADS) were launched in June 2012 and August 2013 respectively, with a non-recurrent funding of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up

progressively a full-fledged Recommended Textbook List for e-textbooks. We are now planning to evaluate the effectiveness of EMADS, including the quality assurance mechanism, the benefits e-textbooks generated and experience gained especially through the Partner Schools Scheme, in the context of the promotion of e-learning. The evaluation results will help refine our overall strategy in the development of e-learning and e-textbooks.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB133**

**(Question Serial No. 1848)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Non-Chinese speaking (NCS) students have difficulties in adapting to the Chinese language curriculum for local students and their Chinese standard is behind local students, which hinders their participation in education and employment. In this connection, will the Administration inform us of the latest arrangement of the “Chinese Language Curriculum Second Language Learning Framework” provided for enhancing the support for NCS students in learning Chinese language? Will the Administration facilitate schools’ implementation of the plan by increasing the resources and manpower? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 8)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”), the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures in the 2014/15 school year is tabulated at Annex. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2014/15 school year**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7 Note
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8
Student grant for Applied Learning Chinese (for NCS students)	2.0
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education  Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	1.87

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB134****(Question Serial No. 1849)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2)Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In respect of national education, the government offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. The Bureau also provides professional support as appropriate to schools. In this regard, please inform this Committee of the following:

1. What are the respective numbers of Mainland exchange programmes arranged by the government for students and teachers in the past 3 years? What are the respective numbers of students and teachers participated in the programmes? What is the total amount of resources allocated to the programmes?
2. Will the government allocate more resources for additional Mainland exchange programmes next year to enhance local students' and teachers' understanding about our nation?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 9)

Reply:

1. The number of Mainland exchange programmes (MEPs) for students, including those commissioned by the Education Bureau (EDB) and those organised by individual schools with government subsidies, varies annually as schools make decision on whether and when to join having regard to their other learning activities planned for the year. In the past three years, MEPs for students were mainly provided through the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」——香港初中及高小學生內地交流計劃), the "Senior Secondary School Students Mainland Exchange Programme Subvention Scheme" (高中學生內地交流活動資助計劃), the "Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland" (初中及高小學生交流活動資助計劃——「赤子情 中國心」), the "Mainland Exchange Programme for Senior Secondary School Students" (「同行萬里」高中學生內地交流計劃), and the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃). A substantial number of teachers participated in the above MEPs as learning facilitators according to the "1 teacher : 10 students ratio". Apart from this, professional exchange programmes for teachers were also provided, mainly through the "National Day Delegation from the Educational Sector of Hong Kong" (香港教育界國慶訪京暨專業交流團), etc.

In the past three years (2012-13, 2013-14 and 2014-15), the number of participants and expenditure involved in MEPs are shown below:

Financial Year	Number of participants		Expenditure (\$million)	
	Students*	Teachers**	Students	Teachers
2012-13	20 200	380	32.3	2.2
2013-14 <sup>#</sup>	42 900	370	41.2	2.0
2014-15 <sup>+</sup>	46 400	260	46.6	1.2

# Actual figures revised from last year's estimates

+ Provisional figures

\* Rounded down to the nearest hundred

\*\* Rounded down to the nearest ten

2. In 2015-16, an estimated amount of \$83.7 million will be allocated for providing more Mainland exchange opportunities to students and EDB will continue to organise professional study tours for teachers. With an increase in MEPs for students, proportionally more teachers will participate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB135****(Question Serial No. 1850)**

**Head:** (156) Government Secretariat: Education Bureau

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

**Programme:** (5) Other Education Services and Subsidies

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

**Director of Bureau:** Secretary for Education

**Question:**

Regarding the professional upgrading of kindergarten teachers, please give a breakdown of the course titles, course providers, course fees, number of places and applications received, unit cost as well as amount of subsidies of each place for all the fully-subsidised, partly-subsidised, and non-subsidised teacher training courses (including certificate, diploma and degree programmes) offered to serving kindergarten teachers for the 2014/15 school year.

**Asked by:** Hon LEE Wai-king, Starry (Member Question No. 10)

**Reply:**

The course titles, course providers, course fees and enrolments in different subsidised and non-subsidised teacher training courses (including certificate, degree and post-graduate diploma programmes) offered to serving kindergarten teachers for the 2014/15 school year are as follows:

**(A) In-service Certificate in Early Childhood Education Training Programme**

	<b>HKIED</b>	<b>OUHK</b>
No. of intake in 2014/15		
UGC-funded	37	-
Non-subsidised (Self-financed)	-	70
Tuition fees per course		
UGC-funded	Free	-
Non-subsidised (Self-financed)	-	\$63,360 - \$96,000

**(B) In-service Bachelor of Education (Early Childhood Education) Training Programme**

	<b>HKIED</b>	<b>HKBU</b>	<b>OUHK</b>
No. of intake in 2014/15			
UGC-funded	466	-	-
Non-subsidised (Self-financed)	-	131	36
Tuition fees per course			
UGC-funded	\$84,300	-	-
Non-subsidised (Self-financed)	-	\$104,370 (ordinary degree) \$119,070 (honours degree)	\$63,000 (ordinary degree) \$105,000-\$108,000 (honours degree)

(C) In-service Postgraduate Diploma in Education (Early Childhood Education) Training Programme

	<b>HKIEd</b>	<b>HKBU</b>	<b>HKU</b>
No. of intake in 2014/15			
UGC-funded	126	-	26
Non-subsidised (Self-financed)	-	36	-
Tuition fees per course			
UGC-funded	\$42,100	-	\$42,100
Non-subsidised (Self-financed)	-	\$65,000	-

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

**Key:**

**HKIEd** - The Hong Kong Institute of Education

**HKBU** - Hong Kong Baptist University

**HKU** - The University of Hong Kong

**OUHK** - The Open University of Hong Kong

**UGC** - University Grants Committee

- End -

**CONTROLLING OFFICER'S REPLY****EDB136****(Question Serial No. 1852)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please list the total numbers of cross-boundary students commuting from the Mainland to Hong Kong to attend schools as well as the numbers of secondary students, primary students and kindergarten students (including child care centres) by district (North District, Tai Po, Yuen Long, Tuen Mun and other districts) in each of the school years from 2012/13 to 2014/15.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 12)Reply:

The distribution of cross-boundary students by district and by school level and the total number of these students from the 2012/13 to 2014/15 school years is as follows:

	2012/13	2013/14	2014/15
<b>North:</b>			
a. secondary school	1 569	1 782	1 995
b. primary school	4 379	4 996	5 590
c. kindergarten (including kindergarten-cum-child care centre)	4 281	4 908	5 379
<b>Tai Po:</b>			
d. secondary school	255	335	406
e. primary school	669	1 130	1 496
f. kindergarten (including kindergarten-cum-child care centre)	190	340	391
<b>Yuen Long:</b>			
g. secondary school	246	280	293
h. primary school	1 012	1 590	2 609
i. kindergarten (including kindergarten-cum-child care centre)	1 653	2 235	2 500
<b>Tuen Mun:</b>			
j. secondary school	53	74	106
k. primary school	578	1 181	1 712
l. kindergarten (including kindergarten-cum-child care centre)	1 265	1 679	1 893
<b>Other districts (Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung)</b>			

	2012/13	2013/14	2014/15
<b>and Wong Tai Sin):</b>			
m. secondary school	30	33	52
n. primary school	111	184	367
o. kindergarten (including kindergarten-cum-child care centre)	65	124	201
<b>Total:</b>	<b>16 356</b>	<b>20 871</b>	<b>24 990</b>

Notes: (1) Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

(2) Figures refer to the position as at September of the respective school years.

- End -



**CONTROLLING OFFICER'S REPLY****EDB137****(Question Serial No. 1853)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Government advise this Committee of whether it has projected the numbers of kindergarten and primary school places needed in the North District, Tai Po, Yuen Long, Tuen Mun and other districts in each of the school years from 2015/16 to 2019/20? If yes, please advise of the considerations taken into account when making projections and the numbers projected.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 13)

Reply:

In estimating the future demand for kindergarten (KG) as well as public sector primary school places, we will take into account the following:

- (a) the number of students (including cross-boundary students (CBS)) studying in KGs and public sector primary schools;
- (b) school age population projections (based on the population projections compiled by the Census and Statistics Department with the latest demographic changes updated from time to time);
- (c) the age-specific enrolment ratio and its latest trend for the entry grades of kindergarten and public sector primary schools (i.e. KG 1 and Primary 1); and
- (d) the estimated number of CBS who are not part of Hong Kong resident population.

Figures on projected school-age population age 3-5 and 6-11 who are residing in Hong Kong by district (North District, Tai Po District, Yuen Long District, Tuen Mun District and other districts) in the next five school years (i.e. 2015/16 to 2019/20) are detailed at Appendices (1) and (2). These age groups are generally considered appropriate for KG and primary education, respectively. Since the population projections refer to the projected number of children at age 3-5 and 6-11, irrespective of whether they are enrolled in schools or not, the figures should not be taken as the projected number of students at KG and primary levels. Besides, given that students under or over the concerned age groups may enrol at the KG and primary levels and students may study in districts other than their resident district, the actual number of students at district and territory-wide levels may be different from those of the projected school-age population.

The population projections have taken into account various factors and assumptions. Any deviations in the

assumptions from the actual situation may render the projected figures different from the actual ones. Amongst those assumptions, of particular relevance are those related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual number of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year.

As regards CBS, their number and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs. It is therefore not plausible to accurately project the overall number of CBS and their geographical distribution.

**Projected School-age Population Age 3-5 Who are Residing in Hong Kong by District,  
2015/16 – 2019/20 School Years**

<b>District</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>North</b>	7 500	7 600	7 500	7 300	7 600
<b>Tai Po</b>	7 100	7 700	7 900	7 800	8 000
<b>Yuen Long</b>	15 500	16 200	16 000	15 100	15 000
<b>Tuen Mun</b>	12 200	12 400	12 600	12 400	12 400
<b>Others</b>	136 800	135 400	129 100	120 400	118 500
<b>All Districts</b>	<b>179 000</b>	<b>179 300</b>	<b>173 100</b>	<b>163 000</b>	<b>161 400</b>

- Notes :
- (1) Figures in the above table were updated in February 2015 with reference to the "Projections of Population Distribution 2014 - 2023" released by the Planning Department in December 2014.
  - (2) School-age population age 3-5 is considered appropriate for kindergarten education (i.e. Kindergarten 1 to Kindergarten 3).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) age 3-5 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 may also enrol at kindergarten education. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population residing in Hong Kong are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual numbers of such babies who would settle in Hong Kong and if so, when.
  - (5) Figures refer to the position as at September of the respective school years.
  - (6) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Projected School-age Population Age 6-11 Who are Residing in Hong Kong by District,  
2015/16 – 2019/20 School Years**

<b>District</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>North</b>	13 500	13 500	13 500	13 500	14 100
<b>Tai Po</b>	11 600	12 300	13 300	14 400	15 400
<b>Yuen Long</b>	27 400	28 900	30 100	31 300	32 500
<b>Tuen Mun</b>	19 900	20 800	22 300	24 000	24 800
<b>Others</b>	248 300	263 500	280 700	294 600	298 900
<b>All Districts</b>	<b>320 800</b>	<b>339 000</b>	<b>359 800</b>	<b>377 800</b>	<b>385 700</b>

- Notes :
- (1) Figures in the above table were updated in February 2015 with reference to the "Projections of Population Distribution 2014 - 2023" released by the Planning Department in December 2014.
  - (2) School-age population age 6-11 is considered appropriate for primary education (i.e. Primary 1 to Primary 6).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) age 6-11 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 6 or over the age of 11 may also enrol at primary education. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population residing in Hong Kong are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual numbers of such babies who would settle in Hong Kong and if so, when.
  - (5) Figures refer to the position as at September of the respective school years.
  - (6) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB138**

**(Question Serial No. 1854)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please provide information on the tuition fee of self-financing undergraduate programmes in the 2014/15 academic year by education institutions and programmes.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 14)

Reply:

According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing undergraduate programmes in the 2014/15 academic year by institution and by programme are set out at **Annex**.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Undergraduate  
Programmes by Institution and Programme  
for the 2014/15 Academic Year**

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies	64,023
	Bachelor of Business Administration (Honours)	64,023
	Bachelor of Nursing (Honours)	89,100
	Bachelor of Social Sciences (Honours)	64,023
Centennial College	Bachelor of Arts (Honours) Programme	87,000
	Bachelor of Professional Accounting (Honours) Programme	87,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Programme	65,833
	Bachelor of Arts (Honours) in Chinese Literature Degree Programme	65,000
	Bachelor of Arts (Honours) in English for Professional Communication Degree Programme	65,000
	Bachelor of Arts (Honours) in Journalism & Communication Degree Programme	65,000
	Bachelor of Business Administration (Honours) Degree Programme	65,000
	Bachelor of Business Administration (Honours) in Business Information Systems Degree Programme	65,000
	Bachelor of Business Administration (Honours) in Finance Degree Programme	65,000
	Bachelor of Commerce (Honours) in Accounting and Banking Degree Programme	65,000
	Bachelor of Engineering (Honours) in Civil Engineering Programme	65,000
	Bachelor of Science (Honours) in Architecture Programme	65,000
	Bachelor of Science (Honours) in Computer Science Degree Programme	65,000
Hang Seng Management College	Bachelor of Arts in English (Honours)	69,000
	Bachelor of Business Administration (Honours)	69,000
	Bachelor of Business Administration (Honours) in Corporate Governance	69,000
	Bachelor of Business Administration (Honours) in Financial Analysis	69,000
	Bachelor of Business Administration (Honours) in Management	69,000
	Bachelor of Business Administration (Honours) in Supply Chain Management	69,000
	Bachelor of Journalism and Communication (Honours)	69,000
	Bachelor of Management Science and Information Management (Honours)	69,000
	Bachelor of Science (Honours) in Data Science and Business Intelligence	69,000
	Bachelor of Translation with Business (Honours)	69,000
HKCT Institute of Higher Education	Bachelor of Social Sciences (Honours) in Social Development Studies	64,750
Hong Kong Art School	Bachelor of Arts (Fine Art)	81,400
Hong Kong Baptist University - School of Continuing Education	Bachelor of Education (Honours) in Early Childhood Education	58,720

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance	57,533
	BA (Hons) Business Management	57,533
	BA (Hons) Marketing and Advertising	57,533
	BSc (Hons) Computing	57,533
	BSc (Hons) Crime and Investigation	57,533
Hong Kong Nang Yan College of Higher Education	Bachelor of Arts (Honours) in Chinese Programme	60,000
	Bachelor of Business Administration (Honours) in Accounting Programme	60,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	60,000
	Bachelor of Arts with Honours in Economics and Finance	60,000
	Bachelor of Arts with Honours in English	60,000
	Bachelor of Arts with Honours in History	60,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	60,000
	Bachelor of Business Administration with Honours	60,000
	Bachelor of Commerce with Honours in Accounting	60,000
	Bachelor of Commerce with Honours in Law and Business	60,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	60,000
	Bachelor of Social Sciences with Honours in Psychology	60,000
	Bachelor of Social Sciences with Honours in Sociology	60,000
	Bachelor of Social Work with Honours	60,000
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	Bachelor of Fine Arts in Advertising	282,215
	Bachelor of Fine Arts in Animation	282,215
	Bachelor of Fine Arts in Fashion	282,215
	Bachelor of Fine Arts in Fashion Marketing and Management	282,215
	Bachelor of Fine Arts in Graphic Design	282,215
	Bachelor of Fine Arts in Illustration	282,215
	Bachelor of Fine Arts in Interactive Design and Game Development	282,215
	Bachelor of Fine Arts in Interior Design	282,215
	Bachelor of Fine Arts in Motion Media Design	282,215
	Bachelor of Fine Arts in Painting	282,215
	Bachelor of Fine Arts in Photography	282,215
	Bachelor of Fine Arts in Sequential Art	282,215
	Bachelor of Fine Arts in Visual Effects	282,215
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Education for Sustainability	80,000
	Bachelor of Arts (Honours) in Human and Organizational Development	84,000
	Bachelor of Arts (Honours) in Liberal Studies Education	78,000
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	75,000
	Bachelor of Social Science Education (Honours) (Greater China Studies)	75,000

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
The Hong Kong University of Science and Technology	Bachelor of Business Administration in World Business	247,759
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance	66,000
	Bachelor of Arts with Honours in Business Management	66,000
	Bachelor of Science with Honours in Psychology	66,000
	Bachelor of Arts with Honours in Chinese	54,600
	Bachelor of Arts with Honours in Creative Advertising and Media Design	55,845
	Bachelor of Arts with Honours in Creative Writing and Film Arts	55,741
	Bachelor of Arts with Honours in Language Studies and Translation	54,600
	Bachelor of Business Administration in Accounting	54,600
	Bachelor of Business Administration in Banking and Finance	54,600
	Bachelor of Business Administration in China Business	54,600
	Bachelor of Business Administration in Corporate Administration	54,600
	Bachelor of Business Administration in Human Resource Management	54,600
	Bachelor of Business Administration in International Business	54,600
	Bachelor of Business Administration in Management	54,600
	Bachelor of Business Administration in Marketing	54,600
	Bachelor of Business Administration with Honours in Business Management	54,600
	Bachelor of Business Administration with Honours in Corporate Governance	54,600
	Bachelor of Business Administration with Honours in Global Business and Marketing	54,600
	Bachelor of Business Administration with Honours in Professional Accounting	54,600
	Bachelor of Computing with Honours in Internet Technology	54,600
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours	68,250
	Bachelor of Engineering with Honours in Electronic and Computer Engineering	58,813
	Bachelor of English Language Studies with Honours	54,600
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	56,364
	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	56,156
	Bachelor of Language Studies with Honours (Applied Chinese Language Studies)	54,600
	Bachelor of Nursing with Honours in General Health Care	62,760
	Bachelor of Nursing with Honours in Mental Health Care	62,760
	Bachelor of Science with Honours in Testing and Certification	60,813
	Bachelor of Social Sciences with Honours in Applied Economics	54,600
	Bachelor of Social Sciences with Honours in Applied Social Studies	54,600
	Bachelor of Social Sciences with Honours in Politics and Public Administration	54,600
	Bachelor of Social Sciences with Honours in Psychology	54,600
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	BSc Accounting and Finance	48,000
	BSc Banking and Finance	48,000
	BSc Business and Management	48,000
	BSc Economics and Management	48,000



<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Tung Wah College	Bachelor of Business Administration (Honours)	66,000
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	90,000
	Bachelor of Health Science (Honours) (Nursing Major)	90,600
	Bachelor of Medical Science (Honours)	99,200
	Bachelor of Science (Honours) in Occupational Therapy	108,800
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council	Bachelor of Arts (Honours) in Advertising	79,200
	Bachelor of Arts (Honours) in Culinary Arts and Management	79,200
	Bachelor of Arts (Honours) in Fashion Design	79,200
	Bachelor of Arts (Honours) in Hotel Operations Management	72,600
	Bachelor of Arts (Honours) in Landscape Architecture	79,200
	Bachelor of Arts (Honours) in Product Design	79,200
	Bachelor of Arts (Honours) in Professional Accounting	66,000
	Bachelor of Engineering (Honours) in Civil Engineering	79,200
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	79,200
	Bachelor of Science (Honours) in Health Care	79,200
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	79,200
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	75,600

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**CONTROLLING OFFICER'S REPLY****EDB139****(Question Serial No. 1855)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the support provided for non-Chinese speaking (NCS) students in the 2013/14 and 2014/15 school years, will the Government provide the following information:

- (a) The amount of special grant received by each school with school-based support programmes specifically arranged for NCS students, the number of NCS students admitted (with a breakdown by grade), and the percentage of such students among all students of the school; and
- (b) The number of schools which have admitted NCS students, broken down respectively by the intake of such students (less than 10, 10-19, 20-29 and 30 or above) and the percentage of such students among all students of the school.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 15)Reply:

- (a) In the 2013/14 school year, 151 schools admitting 10 or more non-Chinese speaking (NCS) students were provided with an additional funding ranging from \$300,000 to \$600,000 per annum depending on the number of NCS students admitted to enhance the support for learning of Chinese Language of NCS students. The percentage of NCS students among all students in these schools ranges from 1.0% to 98.8%. Starting from the 2014/15 school year, the funding support has been enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" and the creation of an inclusive learning environment in schools. All schools admitting 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. A total of 173 schools are provided with the enhanced funding to support their NCS students. The percentage of NCS students among all students in these schools ranges from 1.1% to 98.7%. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools.
- (b) The number of schools with NCS students ranging from "less than 10", "10 to 19", "20 to 29" and "30 or above", and the percentage of NCS students among all students of these schools are at Annex.

**The number of schools with non-Chinese speaking (NCS) students ranging from less than 10, 10 to 19, 20 to 29 and 30 or above, and the percentage of NCS students among all students of these schools in the 2013/14 and 2014/15 school years**

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
Primary schools					
2013/14	Number of schools	232	33	13	42
	Percentage of NCS students among all students of the schools	0.1% - 4.1%	1.2% - 19.8%	3.3% - 18.9%	5.0% - 98.8%
2014/15	Number of schools	221	39	17	44
	Percentage of NCS students among all students of the schools	0.1% - 3.6%	1.3% - 22.4%	2.5% - 24.1%	4.2% - 98.5%
Secondary schools					
2013/14	Number of schools	203	28	6	30
	Percentage of NCS students among all students of the schools	0.1% - 1.9%	1.0% - 5.9%	1.9% - 7.0%	2.5% - 98.1%
2014/15	Number of schools	193	32	8	34
	Percentage of NCS students among all students of the schools	0.1% - 3.6%	1.1% - 3.8%	2.1% - 6.6%	3.9% - 98.7%

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data include NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include students in special schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB140**

**(Question Serial No. 1863)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

According to paragraph 110 of the Budget Speech, from the 2015/16 academic year onwards, the Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes. For the first cohort, there will be 13 programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality. What criteria do the Administration adopt to select the 13 programmes? What are the criteria for selecting students to be benefited? Is there any plan to extend the scheme to other self-financing undergraduate programmes in the next cohort?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 23)

Reply:

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided.

The subsidised places will be allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students are selected through a merit-based system.

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**CONTROLLING OFFICER'S REPLY**

**EDB141**

**(Question Serial No. 2505)**

Head: (156) Government Secretariat: Education Bureau  
(252) Loan Fund: Loans to Schools/Teachers

Subhead (No. & title): (106) Start-up loan for post-secondary education providers

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Under the Loan Fund, \$150.3 million is earmarked for “Start-up loan for post-secondary education providers”. What are the organisations and programmes that this sum is earmarked for?

Asked by: Hon LEONG Kah-kit, Alan (Member Question No. 23)

Reply:

In 2001, the Government launched the Start-up Loan Scheme (SLS) to provide interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment.

The Legislative Council Finance Committee has earlier approved under SLS a start-up loan of \$350 million to Chu Hai College of Higher Education to fund part of the construction costs of its purpose-built campus at Tuen Mun East; a start-up loan of \$800 million to Hang Seng School of Commerce to fund part of the development costs of the purpose-built campus and student hostels for Hang Seng Management College at Siu Lek Yuen; and a start-up loan of \$30 million to HKCT Group Limited to fund part of the renovation costs of converting a vacant school premises in Ma On Shan into a campus suitable for post-secondary education use by Hong Kong College of Technology and the HKCT Institute of Higher Education. Based on the current disbursement schedule of these three loans, \$106.3 million, \$43 million and \$1 million will be disbursed to Chu Hai College of Higher Education, Hang Seng School of Commerce and HKCT Group Limited in 2015-16 respectively.

--END--

**CONTROLLING OFFICER'S REPLY****EDB142****(Question Serial No. 1211 )**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) Please list, by Yuen Long, Tuen Mun, North District, Tai Po and other districts, the numbers of school places in kindergartens (including child care centres), primary and secondary schools in the past 2 years.

(b) Please list, by Yuen Long, Tuen Mun, North District, Tai Po and other districts, the numbers of cross-boundary students travelling from the Mainland to Hong Kong daily to attend kindergartens (including child care centres), primary and secondary schools in the past 2 years.

(c) Please list the numbers of cross-boundary students travelling from the Mainland to Hong Kong daily to attend schools and school coaches using various land-based boundary control points in the past 2 years.

Asked by: Hon LEUNG Che-cheung (Member Question No. 4)Reply:

(a) The number of school places by district and by school level in the 2013/14 and 2014/15 school years is as follows:

	2013/14	2014/15
<b>Yuen Long:</b>		
kindergarten (including kindergarten-cum-child care centre)	17 739	18 216
primary school	27 407	28 491
secondary school	38 635	36 518
<b>Tuen Mun:</b>		
kindergarten (including kindergarten-cum-child care centre)	13 070	13 862
primary school	20 754	21 492
secondary school	33 125	31 092
<b>North:</b>		
kindergarten (including kindergarten-cum-child care centre)	12 228	13 114
primary school	17 930	18 205
secondary school	19 368	18 453
<b>Tai Po:</b>		

	2013/14	2014/15
kindergarten (including kindergarten-cum-child care centre)	7 016	7 187
primary school	12 591	13 161
secondary school	18 114	17 176
<b>Other districts :</b>		
kindergarten (including kindergarten-cum-child care centre)	151 109	153 464
primary school	254 557	256 975
secondary school	339 734	325 756

- Notes: (1) Figures refer to the position as at September of the respective school years.
- (2) Figures for kindergarten (including kindergarten-cum-child care centre) level include nursery, lower and upper classes in kindergartens and kindergarten-cum-child care centres, but do not include vacant classrooms and vacant child care centre portions.
- (3) Figures for primary and secondary school levels refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary primary and secondary day schools are included, and special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses are excluded.

(b) The number of cross-boundary students (CBS) by district and by school level in the 2013/14 and 2014/15 school years is as follows:

	2013/14	2014/15
<b>Yuen Long:</b>		
kindergarten (including kindergarten-cum-child care centre)	2 235	2 500
primary school	1 590	2 609
secondary school	280	293
<b>Tuen Mun:</b>		
kindergarten (including kindergarten-cum-child care centre)	1 679	1 893
primary school	1 181	1 712
secondary school	74	106
<b>North:</b>		
kindergarten (including kindergarten-cum-child care centre)	4 908	5 379
primary school	4 996	5 590
secondary school	1 782	1 995
<b>Tai Po:</b>		
kindergarten (including kindergarten-cum-child care centre)	340	391
primary school	1 130	1 496
secondary school	335	406
<b>Other districts (Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin)</b>		
kindergarten (including kindergarten-cum-child care centre)	124	201
primary school	184	367
secondary school	33	52

Notes: (1) Figures refer to the position as at September of the respective school years.

- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

(c) The number of CBS and local / cross-boundary school coaches using various land-based boundary control points in the 2013/14 and 2014/15 school years is provided in the following table:

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Shenzhen Bay Control Point (SZB CP)	2013/14	5 202	102
	2014/15	6 737	116
Lok Ma Chau Control Point (LMC CP)	2013/14	774	17
	2014/15	1 062	19
Man Kam To Control Point (MKT CP)	2013/14	1 028	13
	2014/15	1 397	26
Sha Tau Kok Control Point (STK CP)	2013/14	1 124	8
	2014/15	1 288	9
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2013/14	7 785	44
	2014/15	9 021	46
Lo Wu Control Point (LW CP)	2013/14	4 958	34
	2014/15	5 485	34

Notes: (1) Figures refer to the position as at September of the respective school years.

- (2) Figures on cross-boundary students are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.
- (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.

- End -



**CONTROLLING OFFICER'S REPLY****EDB143****(Question Serial No. 1238)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

**Question:**

Programme 5 aims at, inter alia, providing resources for pre-primary education and other services for specific educational purposes. In this connection, will the Administration inform this Council how it provides/provided support services focusing on parenting difficulties or parental knowledge through different programmes or forms of subsidies during this financial year and the past 3 financial years? Please provide details of the name of programmes, expenditure involved, and the number of participants respectively.

Asked by: Hon LEUNG Che-cheung (Member Question No. 47)

**Reply:**

With a view to helping parents support their children in learning, the Education Bureau (EDB) organises seminars for parents with children of kindergarten age every year. In the past 3 years, parent seminars have been held on various themes including "Reading with Young Children" that introduces to parents ways to help children establish a good reading habit; "Winning at the Starting Point?" that helps parents understand the developmental needs of children to avoid imposing improper pressure on them; and "Transition to Primary" that helps parents support their children to facilitate their smooth transition to Primary One. There were about 200 to 500 participants in each seminar. The EDB also publishes and distributes booklets to all kindergarten parents to introduce ways to provide children with a pleasurable and diversified life experience that meets their developmental needs, thereby cultivating their interests in learning and helping them to develop good living habits. The expenditure on the parent seminars and booklets is absorbed by EDB's recurrent provision.

Besides, the EDB provides Home-School Co-operation Grants for schools (including kindergartens) to organise home-school co-operation activities, which include programmes aiming at promoting parent education; assisting parents to support their children in learning; training parents to support the learning activities in schools; initiating information technology projects to enhance the involvement of parents in students' learning and organising joint activities for parents, students and teachers, etc. The expenditure involved from the 2012-13 to 2015-16 financial years is about \$22 million, \$22.5 million, \$23.1 million and \$24 million (estimate) respectively. The number of parents participating in the home-school co-operation activities varies among schools. The EDB has not captured school-specific information and thus is not able to provide the number of participants in the activities.

It should be noted that the Department of Health (DH) has been providing comprehensive assessment services for children with developmental problems. Its Maternal & Child Health Centres also provides support for these children and their families as well as conducts public education activities.

- End -

**CONTROLLING OFFICER'S REPLY****EDB144****(Question Serial No. 2893)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Government announced that from the 2015/16 academic year onwards, it will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes. For the first cohort, there will be 13 programmes. The scheme will cost \$960 million. Will the Administration inform this Council of the following:

For the 960 million incurred for the scheme, how many cohorts will be covered?  
 What are the criteria for deciding the 13 programmes covered by the first cohort? How will the places of each programme for the first cohort be allocated?  
 What requirements and criteria shall the students meet in order to benefit from the pilot scheme? Upon completion of the programme, will they be required to comply with certain conditions? If yes, what are the details?

Asked by: Hon LEUNG Kenneth (Member Question No. 2.04)

Reply:

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes and respective number of subsidised places are set out at **Annex**.

The subsidised places will be allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students are selected through a merit-based system. There are no specific conditions attached to students who are subsidised under SSSDP.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80
	Health Care	Bachelor of Nursing with Honours in General Health Care	150
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30

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**CONTROLLING OFFICER'S REPLY****EDB145****(Question Serial No. 2936)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

Regarding the curriculum design of the learning units related to sustainable development (including the areas of environmental protection, energy, climate change etc.), please provide information based on the table below.

Related primary and secondary school levels	Related areas/topics (such as environmental protection, energy, climate change etc)	Details of the learning unit	Ranks of staff involved; please specify if consultants are appointed for the curriculum design	Amount of expenditure (\$)	Is it a compulsory subject? If not, why?	Learning targets
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Asked by: Hon LEUNG Kenneth (Member Question No. 4.30)

**Reply:**

Curriculum elements of sustainable development (on environment protection, energy, climate change etc.) are incorporated into a number of Key Learning Areas / subjects at primary and secondary school levels. Expenditure for the related curriculum planning and development work is absorbed by the recurrent expenditure of the Education Bureau. Therefore, we are not able to provide a separate breakdown of the expenditure on the learning modules related to sustainable development. Relevant elements of sustainable development covered by the subject curricula of General Studies (P1-P6), Geography (S1-3; S4-6) and Liberal Studies (S4-6) are listed in the table below.

Related primary and secondary school levels	Related areas/topics (such as environmental protection, energy, climate change etc)	Details of the learning unit	Ranks of staff involved; please specify if consultants are appointed for the curriculum design	Amount of expenditure (\$)	Is it a compulsory subject? If not, why?	Learning targets
P 1 - 6	"People and Environment"	<b>General studies</b> (1) Care of the environment and	Senior Inspector, Inspector, or equivalent	Absorbed by recurrent expenditure of the	Yes	(1) To be concerned about the environment and its sustainable

		<p>ways of conserving resources</p> <p>(2) Our responsibilities in environmental conservation</p> <p>(3) A lifestyle which promotes sustainable development</p> <p>(4) Weather changes and how they affect our daily life</p> <p>(5) Adverse weather conditions and related safety measures</p> <p>(6) The Earth as a source of resources</p> <p>(7) Renewable and non-renewable resources</p> <p>(8) Energy saving and good use of resources</p>		bureau.		<p>development</p> <p>(2) To acquire a basic understanding of Nature and the relationship between mankind and the environment</p> <p>(3) To be willing to bear the responsibility of environmental conservation.</p> <p>(4) To use information from various sources in making decisions on their actions for making good use of earth resources, protecting and improving the environment</p>
S1-S3	Environmental Conservation	<p><b>Geography*</b> Core Modules</p> <p>(1) Using Urban Space</p> <p>(2) Food Problem</p> <p>(3) The Trouble of Water</p> <p>(4) Global Shift of Manufacturing Industry</p> <p>(5) Elective Modules</p>	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	There is no compulsory subject in the junior secondary level	<p>(1) To understand how the natural environment influence human life and how human activities alter the natural environment</p> <p>(2) To develop knowledge and understanding of the major issues of global concern, and how these issues can be managed and/or resolved in a sustainable way</p>

		(6) Tourists — Friends or foes?  (7) Population Problems  (8) Taming the Sand  (9) Oceans in Trouble				
S1-S3	Energy	<b>Geography</b> Core Modules  Scramble for Energy	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	There is no compulsory subject in the junior secondary level	To understand how the natural environment influence human life and how human activities alter the natural environment
S1-S3	Climate Change	<b>Geography</b> Elective Modules :  Changing Climate, Changing Environment	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	There is no compulsory subject in the junior secondary level	To understand how the natural environment influence human life and how human activities alter the natural environment
S4-6	Environmental Conservation	<b>Geography</b> Compulsory Part  (1) Managing Rivers and Coastal Environments  (2) Building a Sustainable City  (3) Combating Famine  (4) Disappearing Green Canopy  (5) Elective Part  (6) Weather and Climate  (7) Transport  (8) Regional Study of Zhujiang Delta	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	It is an elective subject.	To appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development

S4-S6	Climate Change	<b>Geography</b> Compulsory Part :  Global Warming	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	It is an elective subject.	To appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development
S4-S6	Energy Technology	<b>Liberal Studies</b>  Module 6: Energy, Technology and the Environment	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	Yes	Analyse how science and technology interact with the environment in relation to energy resources and sustainable development
S4-S6	Environmental Conservation	<b>Liberal Studies</b>  Module 3: Modern China  Theme 1: China's reform and opening-up  To what extent are sustainable development and cultural conservation feasible in such a rapidly developing country? What are the challenges and opportunities?	Senior inspector and inspector, or equivalent	Absorbed by recurrent expenditure of the bureau.	Yes	Understand the interconnectedness of personal, local, national and global issues, and the interdependence of the physical environment and society, and appraise issues of human concern accordingly

\* For schools which choose not to offer Geography as an independent subject at the junior secondary level, they should make reference to the curriculum framework in the Personal, Social and Humanities Education Key Learning Area Curriculum Guide and incorporate essential learning elements, including the knowledge and understanding of sustainable development, into the curriculum modes that are used.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB146**

**(Question Serial No. 0370)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

**Question:**

How will the Bureau utilise the estimated financial provision in 2015-16 to implement the Pilot Training and Support Scheme to integrate structured apprenticeship training programmes and clear career progression so as to attract young people to join industry sectors with a keen demand for labour?

Asked by: Hon LEUNG Kwan-yuen, Andrew (Member Question No. 7)

**Reply:**

The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has started to implement the Pilot Scheme starting from the 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student. The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

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

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



As at February 2015, the electrical and mechanical services trades of the construction industry, printing industry, clock and watch industry and automobile industry have joined the Pilot Scheme. The Pilot Scheme will benefit 2 000 students in total.

The Pilot Scheme will incur an estimated non-recurrent expenditure of \$144 million in total from the Government, and the estimated financial provision for 2015-16 is \$32 million. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources.

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**CONTROLLING OFFICER'S REPLY**

**EDB147**

**(Question Serial No. 2178)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please inform this Committee of the following:

- (1) Please provide a breakdown of the number of assistant teachers and teaching assistants in government secondary and primary schools, aided secondary and primary schools and special schools in the past five years. (Please explain in case no such data can be provided.)
- (2) What are the proportion of teachers within establishment, teachers outside establishment, assistant teachers and teaching assistants in government secondary and primary schools, aided secondary and primary schools and special schools this year? (Please explain in case no such data can be provided.)
- (3) What is the estimated expenditure of the Bureau this year regarding the assistant teachers and teaching assistants of government secondary and primary schools, aided secondary and primary schools and special schools? (Please explain in case no such data can be provided.)
- (4) What is the average and median salaries of the above assistant teachers and teaching assistants in the past five years? (Please explain in case no such data can be provided.)
- (5) Many assistant teachers and teaching assistants indicate that they have to teach several classes and act as class teachers, which is no different from the duties of the teachers within establishment, but receiving only half of a teacher's salary if not lower. How will the Bureau address the problem that assistant teachers and teaching assistants have to bear extra workload at deprived wages for a prolonged period of time?
- (6) While there is a serious shortage of teacher posts in Hong Kong, the education institutions continue to admit a large number of students to their Postgraduate Diploma in Education programmes. Consequently, many graduates are forced to work as teaching assistants at low salaries. Will the Government consider increasing the financial provisions for education to create additional teacher posts and implement small class teaching? Otherwise, how is it going to address the problem?

Asked by: Hon LEUNG Kwok-hung (Member Question No. 539)

Reply:

- (1) The Education Bureau (EDB) has been providing schools with different kinds of grants under various initiatives which allow the flexibility for schools to employ additional teaching staff. As we do not capture the school-based information on the deployment of such grants and the employment of various types of additional teaching staff, we are unable to provide the information on the number of assistant teachers and teaching assistants in schools.

- (2) The percentage of teachers within and outside the establishment in government secondary and primary schools, aided secondary and primary school and special schools for the 2014/15 school year is tabulated below.

Type of Schools	Percentage of Teachers (Estimate)	
	Within Establishment	Outside Establishment
Government Secondary Schools	85.1%	14.9%
Government Primary Schools	84.3%	15.7%
Aided Secondary Schools	88.7%	11.3%
Aided Primary Schools	92%	8%
Special Schools	95.9%	4.1%

As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the breakdown of their percentage.

- (3) As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the estimated expenditure of EDB regarding these staff.
- (4) As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the average and median salaries of assistant teachers and teaching assistants in schools.
- (5) EDB has all along encouraged schools to provide a stable working environment for staff and enhance their commitment to delivering quality education. Schools are always reminded to adopt the practices of good employers in the employment of staff, both teaching and non-teaching. At present, the resources which schools can use for employment of staff are mostly recurrent in nature. Therefore, schools should be able to offer reasonable remuneration for their staff, establish a well-defined mechanism of pay adjustment and adjust their pay appropriately, having regard to the nature of their duties, the level of responsibility and the economic environment in the society. Schools should also maintain good communication with their staff on employment matters to uphold their morale.
- (6) When planning the allocation of teacher education places, EDB will take into account the trend of student population in the coming ten years with a view to balancing and stabilizing the supply and demand of teachers in primary and secondary schools. In recent years, the total number of graduates of full-time Bachelor of Education and Post-graduate Diploma in Education programmes was around 1 000 per year. Based on past experience, there are about 2 000 primary and secondary school teachers leaving the profession each year due to retirement and other personal reasons. The teaching vacancies arising from such natural turnover can help absorb new teachers.

The financial and manpower resources for schools have been increased in recent years through various initiatives, such as the implementation of small class teaching in public sector primary schools, the improvement of the teacher-to-class ratio for the senior secondary levels and the provision of a variety of grants including the Career and Life Planning Grant introduced with effect from the 2014/15 school year to allow schools to employ additional teachers. We will continue to keep in view the situation and will provide the resources based on the needs of policy initiatives and priority in resource utilization.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB148**

**(Question Serial No. 2196)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the estimate for the number of officers, annual pay, housing allowances, expenses for duty visits and entertainment expenses for the following posts of the Education Bureau in 2015-16:

- Secretary
- Under Secretary
- Press Secretary
- Political Assistant
- Staff Officer to Secretary for Education's Office
- Executive Officer / Secretary for Education's Office
- Permanent Secretary
- Deputy Secretary
- Principal Assistant Secretary
- Assistant Secretary
- Senior Executive Officer
- Executive Officer
- Senior Project Executive
- Administrative Assistant
- Chief Executive Officer
- Education Officer
- Senior Executive Officer
- Senior Clerical Officer
- Clerical Officer
- Curriculum Development Officer
- Chief Curriculum Development Officer
- Senior Curriculum Development Officer
- Project Officer

Asked by: Hon LEUNG Kwok-hung (Member Question No. 609)

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Reply:

The estimate for the number of officers and the annual salaries in 2015-16 for the posts listed in the question are tabulated below—

	<u>Post/Rank</u>	<u>Number</u>	<u>Nature</u> <sup>Note 1</sup>	<u>Annual Salary</u> <sup>Note 2</sup> <u>(\$million)</u>
(a)	Secretary for Education	1	PA	3.58
(b)	Under Secretary for Education	1	PA	2.33
(c)	Press Secretary to Secretary for Education	1	CS	1.22
(d)	Political Assistant to Secretary for Education	1	PA	1.25
(e)	Staff Officer to Secretary for Education's Office	1	CS	1.02
(f)	Executive Officer / Secretary for Education's Office	1	CS	0.65
(g)	Permanent Secretary	1	CS	2.94
(h)	Deputy Secretary	6	CS	13.28
(i)	Principal Assistant Secretary	11 1	CS Non-CS	22.18
(j)	Assistant Secretary	12	CS	13.86
(k)	Senior Executive Officer	33	CS	29.58
(l)	Executive Officer (Including Executive Officer I and II)	94 <sup>Note 3</sup>	CS	52.41
(m)	Senior Project Executive	See Note 4	NCSC	See Note 4
(n)	Administrative Assistant	See Note 4	NCSC	See Note 4
(o)	Chief Executive Officer	7	CS	8.56
(p)	Education Officer	467	CS	382.47
(q)	Senior Executive Officer	33	CS	29.58
(r)	Senior Clerical Officer	21	CS	10.38
(s)	Clerical Officer	125	CS	46.68
(t)	Chief Curriculum Development Officer	15 4	CS Non-CS	23.04
(u)	Senior Curriculum Development Officer	30	CS	54.62

	<u>Post/Rank</u>	<u>Number</u>	<u>Nature</u> <sup>Note 1</sup>	<u>Annual Salary</u> <sup>Note 2</sup> <u>(\$million)</u>
		24	Non-CS	
(v)	Curriculum Development Officer	89 101	CS Non-CS	149.20
(w)	Project Officer	See Note 4	NCSC	See Note 4

#### Notes

- 1 PA denotes politically-appointed officials; CS denotes civil service posts; NCSC denotes non-civil service contract positions and Non-CS denotes non-civil service posts.
- 2 Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries of the civil service posts.
- 3 This figure excludes the Executive Officer/Secretary for Education's Office post (i.e. post/rank (f)).
- 4 We may engage these personnel in a year to meet changing operational and service needs. We are therefore unable to project the number in the 2015-16 financial year before it begins.

Provision for housing allowances for the civil service as a whole is centrally provided for under Head 46 General expenses of the civil service and there is no provision for individual officers under Head 156. As regards the non-civil service Curriculum Development Officers posts, the estimates for expenditure for housing benefits of the incumbents in 2015-16 under Head 156 are \$12.6m. There is no provision for housing allowances for the Secretary, Under Secretary, Political Assistant and the other non-civil service contract staff.

In 2015-16, officials of Education Bureau will conduct duty visits and consume official meals based on operational needs and prior approval is needed before incurring any related expenses. In making an application for duty visit or official entertainment, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. There is no provision for expenses for duty visits and entertainment for individual officers.

- End -

**CONTROLLING OFFICER'S REPLY****EDB149****(Question Serial No. 1174)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Policy Address of this year that the Government plans to provide a subsidy for students to join at least one Mainland exchange programme each in the primary and secondary stages. In this regard, will the Administration inform this Committee of:

1. the numbers of Mainland exchange programmes arranged by the Administration for students and teachers respectively in the past 3 years. What are the respective numbers of participants? What is the total amount of resources allocated?
2. the amount of additional resources the Administration will make available in the next 3 years to achieve the policy objective of subsidising students to join at least one Mainland exchange programme each in the primary and secondary stages. What are the expected numbers of students?
3. whether the Administration will make available additional resources to arrange more Mainland exchange programmes for teachers to enhance their understanding about the development of our nation. If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 29)

Reply:

1. The number of Mainland exchange programmes (MEPs) for students, including those commissioned by the Education Bureau (EDB) and those organised by individual schools with government subsidies, varies annually as schools make decision on whether and when to join having regard to their other learning activities planned for the year. In the past three years, MEPs for students were mainly provided through the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students” (「同根同心」——香港初中及高小學生內地交流計劃), the “Senior Secondary School Students Mainland Exchange Programme Subvention Scheme” (高中學生內地交流活動資助計劃), the “Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland” (初中及高小學生交流活動資助計劃——「赤子情 中國心」), the “Mainland Exchange Programme for Senior Secondary School Students” (「同行萬里」高中學生內地交流計劃), and the “Mainland Exchange Programme for Student Leaders” (領袖生內地交流計劃). A substantial number of teachers participated in the above MEPs as learning facilitators according to the “1 teacher: 10 students ratio”. Apart from this, professional exchange programmes for teachers were also provided, mainly through the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團), etc.

In the past three years (2012-13, 2013-14, and 2014-15), the number of participants and expenditure involved in MEPs are shown below:

Financial Year	Number of participants		Expenditure (\$million)	
	Students*	Teachers**	Students	Teachers
2012-13	20 200	380	32.3	2.2
2013-14 <sup>#</sup>	42 900	370	41.2	2.0
2014-15 <sup>+</sup>	46 400	260	46.6	1.2

# Actual figures revised from last year's estimates

+ Provisional figures

\* Rounded down to the nearest hundred

\*\* Rounded down to the nearest ten

2. The estimated number of students and expenditure in the next 3 years (2015-16, 2016-17 and 2017-18) are shown below:

Financial Year	Estimated number of students (rounded down to the nearest hundred)	Estimated expenditure (\$million)
2015-16	70 400	83.7
2016-17	86 200	96.4
2017-18	102 300	109.4

3. In 2015-16, EDB will continue to organise professional study tours for teachers. Also, with an increase in MEPs for students, proportionally more teachers will participate.

- End -



**CONTROLLING OFFICER'S REPLY****EDB150****(Question Serial No. 1180 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3 ) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Liberal Studies (LS) is a core subject of the current Academic Structure for Senior Secondary Education. However, problems of LS have gradually appeared during the implementation of the New Senior Secondary Liberal Studies curriculum in the past few years. The public still have great concern about its curriculum, contents, teaching methods, teaching materials, teacher training, and assessment methods. In this regard, will the Administration inform this committee of:

1. the amount of resources injected into supporting schools in implementing the LS curriculum in the past 3 years? Please list out the details of the expenditure.
2. the progress of the review on the LS curriculum? How many resources have been allocated for conducting the review?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 35)

Reply:

1. In terms of financial resources, the Education Bureau (EDB) provided a one-off Liberal Studies Curriculum Support Grant (LSCSG) of \$320,000 to each publicly-funded secondary school for use in the 2010/11 and 2011/12 school years. The LSCSG is a non-recurrent grant provided to schools to create, at the initial stage of implementing the New Academic Structure (NAS), favourable conditions for the introduction of Liberal Studies so as to lay a sound foundation for the subject's future development. After considering the utilisation of the grant in schools and the remaining amounts in the non-recurrent commitment approved by the Finance Committee of the Legislative Council, EDB extended the tenure of the LSCSG for one more year, and disbursed the remaining amount in the commitment to applicant-schools in the 2012/13 school year by inviting schools to apply for additional LSCSG of no more than \$160,000 each for use. The provision of the additional LSCSG amounts to \$55.1 million.

In tandem, schools have been provided with the Senior Secondary Curriculum Support Grant (SSCSG) on a recurrent basis since the 2008/09 school year. Schools can make flexible deployment of the grant to facilitate smooth implementation of the New Senior Secondary (NSS) curriculum, including Liberal Studies. The SSCSG was enhanced from the 2008/09 to the 2011/12 school years to an amount equivalent to the mid-point salary of 0.15 Graduate Master / Mistress (GM) teacher per NSS class. From the 2012/13 school year onwards, the SSCSG is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. In the spirit of school-based management, schools have deployed the SSCSG flexibly together with other funding sources. The provision of the SSCSG in the past 3 years is as follows:

	2012-13 (\$ million)	2013-14 (\$ million)	2014-15 (\$ million)
Senior Secondary Curriculum Support Grant	281.8	263.4	266.5

EDB continues to provide a wide array of measures to support the implementation of Liberal Studies, including organising professional development programmes and networking activities for teachers, developing learning and teaching materials in support of the curriculum, maintaining a web-based resource platform, and providing school-based support services. Expenditure for the above on-going support measures in the past three years is as follows:

	2012-13 (\$ million)	2013-14 (\$ million)	2014-15 (\$ million)
Expenditure on Liberal Studies Support Measures	8.0	13.7	16

Please note that some costs, e.g. staffing cost, are not reflected in the above figures, as a significant part of the above support measures, which was carried out by professional staff of EDB, is absorbed by the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

2. The review of the Liberal Studies curriculum has started from mid-2012. After the completion of the first HKDSE Examination, EDB, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (HKEAA) have jointly reviewed the NAS, including Liberal Studies, with an aim of improving its implementation. In view that some of the issues identified would take a longer time frame to resolve while some other issues could be more readily tackled, a multi-stage approach is adopted in the curriculum and assessment review process.

The short-term review started in mid-2012 and a progress report was released on 19 April 2013. As a new core subject with an interdisciplinary nature, Liberal Studies was fine-tuned based on the feedback received, with clearer guidelines provided on the Independent Enquiry Study (IES), i.e. the School-based Assessment component of the subject, and adjustments made to the length and complexity of the public examination. EDB and HKEAA also co-issued a curriculum and assessment resource package to clarify the curriculum breadth and depth as well as the assessment requirements.

Adopting the same principle-led design with the similar aim as the short-term review, the medium-term review was launched in October 2013 to address outstanding issues that require more time for further deliberation. The first stage of the medium-term review has been completed. Measures relating to the School-based Assessment in Liberal Studies announced in 2014 include the adoption of a structured enquiry approach with clear guidelines for the conduct of Independent Enquiry Study (IES), and related modifications of the IES assessment framework at S4 in 2014/15.

In the second stage of the medium-term review, views of teachers on the various issues relating to the curriculum implementation, the further recommendations for the betterment of student learning, and the direction for the future development of Liberal Studies would be collected continuously. As an important part of the consultation process, school surveys were conducted from November 2014 to January 2015 to solicit views from school principals and teachers on the initial recommendations. Feedback from all relevant stakeholders gathered through focus group interviews, briefing sessions, liaison meetings, written submissions etc. would also be consolidated to inform the discussion on Liberal Studies review. In short, feedback collected through various channels at different stages from all stakeholders will be consolidated to inform deliberations in a holistic manner. The final medium-term recommendations on Liberal Studies will be announced by July 2015.

Expenses relevant to the review of Liberal Studies have been absorbed by the recurrent expenditure of EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB151**

**(Question Serial No. 1183)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

In spite of the implementation of the policy of “Debundling Textbooks and Teaching/Learning Materials for Pricing” since the 2011/12 school year, many parents said that their financial burden has not been eased as textbook prices continue to increase every year. In this regard, would the government provide the following information:

1. What were the expenditures incurred by the government on promoting e-textbooks of primary and secondary schools and implementing the debundling of textbooks and teaching materials in the past three years? What will be the increase in expenditures for the coming three years?
2. What were the expenditures incurred by the government on subsidising students with financial difficulties to buy textbooks in the past three years? What is the approximate number of students subsidised?
3. In the face of continuous textbook revisions by publishers and the soaring textbook prices, will the government consider expanding the scope of the supporting measures to cover more sandwich-class and borderline middle-class families? If yes, what is the estimated increase in expenditure involved? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 38)

Reply:

1. The Education Bureau (EDB) launched the e-Textbook Market Development Scheme (EMADS) in 2012 with a commitment of \$50 million. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of the EMADS is around \$39.5 million. About \$21 million seeding grant has been disbursed to the NPM developers for both phases. The remaining seeding grant of around \$18.5 million will be disbursed in the next three years. Other manpower and administrative costs for implementing EMADS, promoting the use of e-textbooks and implementing the policy of debundling textbooks and teaching/learning materials for pricing have been absorbed within the existing resources of EDB and will continue to be absorbed in the coming three years.
2. In the 2012/13, 2013/14 and 2014/15 school years, the amount of textbook assistance disbursed and the number of students receiving textbook assistance under the School Textbook Assistance Scheme (STAS) administered by the Working Family and Student Financial Assistance Agency are as follows:

<b>School Year</b>	<b>Amount of textbook Assistance disbursed (\$ million)</b>	<b>Number of students receiving textbook assistance</b>
2012/13	647.2	252 216
2013/14	661.9	236 970
2014/15 (as at 31.1.2015)	802.4	222 793

3. The STAS, which provides assistance to needy primary and secondary students, consists of two parts, namely a textbook grant for purchasing essential textbooks and a flat rate grant to cover miscellaneous school-related expenses. The textbook grant is revised annually on the basis of the Textbook Expenditure Survey conducted by the Consumer Council before the start of each school year which reflects the average actual costs of textbooks as required by the sampled schools at various levels of studies. The flat rate grant is revised annually according to the movement of the Composite Consumer Price Index.

To provide enhanced support for needy students to meet school-related expenses, the Government has incorporated the enhanced flat rate grant under the STAS which was funded under the Community Care Fund in the 2013/14 school year into its regular assistance programme starting from the 2014/15 school year. The regularisation involves raising the amount of the flat rate grant by \$1,000 (for full-grant students) or \$500 (for half-grant students) in addition to the annual price adjustment in the 2014/15 school year. The estimated expenditure under the STAS for the 2014/15 school year is around \$831.4 million, representing an increase of about 26% as compared with the actual expenditure of \$661.9 million for the 2013/14 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB152****(Question Serial No. 1184)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Administration please advise the amount of funding approved under the Language Fund, the Quality Education Fund and the Continuing Education Fund respectively over the past three years? What is the estimated number of beneficiaries? Will the Administration please briefly list out the types of funded projects? To encourage the unemployed middle class to transform themselves, such as change to self-employed or start their own businesses through continuing studies, will the Administration actively consider setting up a transformation loan fund for the unemployed? If yes, what is the timeframe? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 39)

Reply:

The amount of funding approved under the Language Fund (LF), the Quality Education Fund (QEF) and the Continuing Education Fund (CEF) over the past three financial years is as follows:

## (A) LF

The LF supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong.

Financial Year	Expenditure (\$ million)	Estimated no. of beneficiaries <sup>1</sup>	
		Total number of schools	Total number of individuals <sup>2</sup>
2012-13	\$380.1	1 655	131 367
2013-14	\$127.5	1 373	116 166
2014-15 <sup>3</sup>	\$9.4	2 156	175 673

The decreasing expenditure is mainly due to the completion of various schemes while allocations for new initiatives in connection to the new injection of \$5 billion into the LF have been earmarked for rolling out in 2015-16 financial year.

Note 1: Different LF projects have different objectives, coverage, approaches and targeted groups of beneficiaries.

Note 2: The total number of individual covers both the school sector (such as students, teachers and principals) and non-schools sectors (such as working adults and the general public).

Note 3: The information for LF is up to 31 January 2015.

(B) QEF

The QEF finances projects for the promotion of quality school education in Hong Kong. It caters for one-off, innovative and worthwhile non-profit-making initiatives that support students' learning within the ambit of basic education.

Financial Year	Expenditure (\$million)	Estimated number of beneficiaries <sup>5</sup>
2012-13	\$73	436 136
2013-14	\$80	304 744
2014-15 <sup>4</sup>	\$86	230 317

Note 4: QEF accepts applications round the year. The information for QEF reflects funding approved. For 2014-15, the approved funding is up to 31 January 2015.

Note 5: The beneficiaries may include teachers, students and parents.

(C) CEF

(The reply below is based on information supplied by the Labour & Welfare Bureau, the policy bureau responsible for the CEF and unemployment/retraining.)

Hong Kong residents aged between 18 and 65 are eligible for subsidies under the CEF for reimbursement of 80% of the course fees upon successful completion of any CEF registered course, up to a ceiling of \$10,000 for each applicant.

Financial year	Fund disbursed (\$ million)	Estimated number of beneficiaries
2012-13	218.0	28 120
2013-14	196.3	25 003
2014-15 <sup>6</sup>	144.9	18 364

Note 6 : The information for CEF is up to 31 January 2015.

The Government has always been concerned about the needs of the less privileged. At present, the Comprehensive Social Security Assistance Scheme provides financial assistance to those facing financial difficulties due to unemployment or other reasons. We consider that to assist unemployed persons of different ages, the best measures are to promote economic growth, thus creating more employment opportunities, as well as to enhance training and re-training in order to increase their competitiveness and employability for re-entering the job market. The Government is now providing training and employment service through various training providers and the Labour Department.

- End -

**CONTROLLING OFFICER'S REPLY****EDB153****(Question Serial No. 1191)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In view of the high prices of primary and secondary school textbooks in Hong Kong, the government has implemented the e-Textbook Market Development Scheme in two phases to promote digital teaching and learning and alleviate the financial burden of parents in purchasing textbooks. In this connection, please inform this Committee:

1. What are the government's expenditures in promoting digital learning and online textbooks in primary and secondary schools in the past three years? Please provide a breakdown of the expenditures with details.
2. Did the government assess the effectiveness of the measures? If yes, what is the result? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 46)

Reply:

1. We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education and are not required to report to us on how they have used the grant. The amounts of CITG for the past three financial years were \$335 million for 2012-13, \$328 million for 2013-14 and \$341 million for 2014-15.

Apart from recurrent grant, we have also launched the following e-learning initiatives over the past three financial years in the promotion of e-learning –

- (a) the Pilot Scheme on e-Learning in Schools (Pilot Scheme) in 2010 with \$68 million out of a non-recurrent commitment of \$128 million for promotion of e-learning in the school sector. The Pilot Scheme was completed in the 2013-14 school year;
- (b) two phases of the e-Textbook Market Development Scheme (EMADS) launched in 2012 and in 2013 respectively, with a non-recurrent funding of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks;

- (c) the Education Bureau One-stop Portal for Learning and Teaching Resources in 2012 with a non-recurrent funding of \$37 million which provides a curriculum-based learning and teaching modules resource bank with appropriate digital teaching resources covering eight Key Learning Areas at all levels from Primary 1 to Secondary 6, General Studies at the Primary level and Liberal Studies at the Senior Secondary level; assessment tasks; curriculum documents; and information on professional development for teachers; and
  - (d) the Support Scheme for e-Learning in Schools in 2014 with a non-recurrent funding of \$50 million under which 100 public sector schools have been provided with a one-off grant to enhance their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.
2. A research study was conducted on the Pilot Scheme, among others, to examine the benefits of e-learning. The findings are positive in that, among others, e-learning has facilitated the learning and teaching of students and the adoption of e-learning pedagogies by teachers. The outcome shows that we are promoting IT in education in the right direction and it is useful for mapping out the proposed measures under the Fourth Strategy on Information Technology in Education (ITE4). In addition, we completed the interim review on EMADS with partner schools and developers in mid-2013. In view of the positive feedback received from stakeholders, we launched Phase Two of EMADS in August 2013. We are now planning to evaluate the effectiveness of EMADS, including the quality assurance mechanism, the benefits e-textbooks generated and experience gained especially through the Partner Schools Scheme, in the context of the promotion of e-learning. The evaluation results will help refine our overall strategy in the development of e-learning and e-textbooks.

- End -



**CONTROLLING OFFICER'S REPLY****EDB154****(Question Serial No. 1192)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Many ethnic minority students are unable to adapt to the Chinese language curriculum for local students. Their unsatisfactory Chinese language competency has become obstacles to their further studies and employment. In this connection, please inform this Committee of the following:

1. How much resources has the Administration allocated to integrated education for ethnic minority students in the past 3 years? Will the Administration provide a detailed breakdown of the expenditure?
2. To enhance support for ethnic minority students in learning Chinese language, the Administration plans to provide the "Chinese Language Curriculum Second Language Learning Framework". Will the Administration facilitate schools' implementation of the plan by increasing the resources and manpower? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 47)

Reply:

- (1) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The major support measures for NCS students in the past three school years (i.e. from the 2012/13 to 2014/15 school years) and the expenditure are tabulated at Annex.
- (2) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures for the 2014/15 school year has been included in the Annex. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2012/13, 2013/14 and 2014/15 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Actual expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	17.5  Note	61.3  Note	197.7  Note
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools  Note	An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools  Note	3.0  Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.

Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.7	2.6	3.7
<p>A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	13.0	21.0	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.0	2.5	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	2.0
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.76	1.33	1.87
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	0.88	2.51	2.51

Support for kindergartens admitting NCS students -			
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	3.3	3.0	3.0
(b) School-based professional support services	-	Note	Note

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB155****(Question Serial No. 0322)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

According to paragraph 110 of the Budget, from the 2015/16 academic year onwards, the Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes for meeting the manpower needs of Hong Kong. For the first cohort, there will be 13 programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality. This scheme will cost \$960 million. In this connection, please list out:

- (a) the names of the 13 programmes, the details of the programmes, specifying names of institutions, and the expected number of beneficiary of each programme;
- (b) amongst the 1 000 students benefitted from the scheme, the number of talents nurtured for the respective fields of health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality; and
- (c) the selection criteria for the programmes and fields of the scheme.

Asked by: Hon LIAO Cheung-kong, Martin (Member Question No. 5)

Reply:

(a), (b) and (c)

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes and respective number of subsidised places are set out at Annex.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80
	Health Care	Bachelor of Nursing with Honours in General Health Care	150
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB156**

**(Question Serial No. 0323)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

As set out in the 2015 Policy Address, the Government plans to provide a subsidy for students to join at least one Mainland exchange programme each in the primary and secondary stages. Please list out:

the number of secondary school students who have joined the Mainland exchange so far and its percentage in the total number of secondary school students;

the number of primary school students who have joined the Mainland exchange so far and its percentage in the total number of primary school students;

the amount of subsidy for each secondary school student to join the Mainland exchange and the criteria for approving the subsidy (e.g. whether the amount of subsidy will vary according to different destinations in the Mainland);

the amount of subsidy for each primary school student to join the Mainland exchange and the criteria for approving the subsidy (e.g. whether the amount of subsidy will vary according to different destinations in the Mainland); and

the estimated expenditures, manpower and the use of other resources involved in the plan for the coming 3 years (including 2015-16).

Asked by: Hon LIAO Cheung-kong, Martin (Member Question No. 6)

Reply:

Students' participation in the Mainland exchange programmes (MEPs) is on a voluntary basis. The Education Bureau (EDB) does not collect information about individual students' participation in MEPs and we do not have the percentage of students who have ever joined or not joined MEPs.

MEPs consist of visits to different Mainland cities with varying duration, and hence incur different unit costs. Generally speaking, student participants in both primary and secondary schools are subsidised 70% of the unit cost of a MEP. Needy students who can meet the eligibility criteria will be offered an enhanced subsidy rate of 100%.

The estimated expenditure for MEPs in 2015-16 to 2017-18 is \$83.7 million, \$96.4 million and \$109.4 million respectively. The manpower for the implementation of MEPs in these years will be absorbed in the recurrent expenditure of EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB157**

**(Question Serial No. 0324)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

According to paragraph 157 of the Policy Address, the Government will launch a pilot scheme to provide financial and professional support for local public sector schools and Direct Subsidy Scheme schools in a bid to progressively double the number of primary and secondary sister schools in Hong Kong and the Mainland to about 600 pairs within the 3 years from the 2015/16 school year. Please provide the manpower, expenditure and details of the expenditure items involved in the scheme as well as the funding for schools and the supported items.

Asked by: Hon LIAO Cheung-kong, Martin (Member Question No. 7)

Reply:

Subject to the approval of the Finance Committee, the Education Bureau plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector or Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. We will also provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB158**

**(Question Serial No. 2673)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

As stated under the Matters Requiring Special Attention in 2015-16, the Bureau will plan to launch the Fourth Strategy on Information Technology in Education and the major initiatives include the phased provision of wireless network and other supporting facilities for all public sector schools. In this regard, please advise this Committee of the following:

- (a) What are the specific measures of the Fourth Strategy on Information Technology in Education? What are the expenditures on implementing each of the measures?
- (b) Regarding the development of e-textbooks, how many e-textbooks are available for use by schools in the 2014/15 and 2015/16 school years respectively? What are the subjects involved? How many of them were published under the e-Textbook Market Development Scheme (EMADS)?
- (c) How many schools use e-textbooks in teaching in 2014/15 school year and what is its percentage share in the total number of schools in Hong Kong? How is the effectiveness?
- (d) Regarding the EMADS, how many applications were received in the first and second phases of the scheme respectively? How many of them were approved respectively? Among the applications approved in the first and second phases of the scheme, how many of them were withdrawn halfway and what were the reasons?
- (e) Will the Administration launch a third phase of the EMADS? What are the reasons? Also, will the Administration consider reviewing the EMADS?
- (f) When promoting e-learning, how do the Administration ensure schools are fully prepared in terms of hardware and software?
- (g) Will the Administration fully implement e-learning in the long run? Also, will the Administration consider formulating a long-term policy to promote e-learning as well as setting a clear time frame and objective for improving the hardware and software ancillary facilities in schools, enhancing teachers' training on e-teaching, adjusting teaching concepts and learning models, and developing electronic teaching materials, etc. so that various stakeholders, including schools, teachers, students, parents, publishers, etc. can understand more clearly the direction the development of e-learning is taking?

Asked by: Hon MA Fung-kwok (Member Question No. 1.30)

Reply:

(a)

Under the Fourth Strategy on Information Technology in Education (ITE4), we proposed in the consultation document five actions for implementation from the 2015/16 school year covering the areas of upgrading of WiFi infrastructure in all public sector schools, enhancing the supply of quality e-learning resources; curriculum renewal and transformation of pedagogical and assessment practices; building professional leadership and capacity; and community involvement. Having regard to the views from stakeholders during the consultation period, we have added a sixth action of conducting on-going research and evaluation studies for coherent and sustainable development of IT in education.

In terms of financial commitments, we have proposed earmarking a total provision of \$105 million for implementation of ITE4 including (i) \$90 million for some 900 public sector schools to acquire mobile computing devices; (ii) \$10 million for Hong Kong Education City Limited to acquire e-learning resources; and (iii) \$5 million for other support measures, such as engagement of contract staff for project management.

(b)

There are two phases of e-Textbook Market Development Scheme (EMADS). 18 sets of e-textbooks developed under Phase One which have gone through the quality assurance mechanism have been included on the Recommended e-Textbook List for school use, covering primary education subjects of Chinese Language, English Language, Putonghua, General Studies and Physical Education; and junior secondary education subjects of Chinese Language, English Language, Geography, and Life and Society. Phase Two of EMADS is in progress. Having undergone the quality assurance mechanism, another 12 sets (covering primary education subjects of Mathematics and Putonghua; and junior secondary education subjects of Mathematics, Geography, History, and Life and Society) and four sets (covering junior secondary education subjects of Geography and Computer Literacy) of e-textbooks developed under Phase Two are expected to be available for school use in the 2015/16 and 2016/17 school years respectively.

(c)

Teachers are encouraged to use electronic resources including e-textbooks for teaching and learning. From our observations, schools have used different modes in adopting e-textbooks. There are no official statistics on the number of schools adopting e-textbooks in teaching.

(d)

EMADS was launched in June 2012. The Education Bureau (EDB) received 86 applications for the development of e-textbooks upon the closing date in September 2012. 30 applications were approved in November 2012. Out of the 30 approved applications, 20 had signed the project agreement with the Government while ten had not entered into agreement out of business consideration. In August 2013, EDB launched Phase Two of EMADS and received 57 applications upon the closing date in November 2013. 20 applications were approved in December 2013. Out of the 20 approved applications, 16 had signed the project agreement with the Government while four had not entered into agreement out of business consideration.

(e)

We are planning to evaluate the effectiveness of EMADS, including the quality assurance mechanism, the benefits e-textbooks generated and experience gained especially through the Partner Schools Scheme, in the context of the promotion of e-learning. The evaluation results will help refine our overall strategy in the development of e-learning and e-textbooks. Concurrently, e-textbooks of different subjects will be opened up for review in stages. We do not have any plan for launching another round of EMADS for the time being.

(f) and (g)

The ITE4 aims to unleash the learning power of our students to learn to learn and to excel through realizing the potential of IT in enhancing interactive learning and teaching experiences. The proposed actions will facilitate the readiness of schools to implement e-learning. We will provide funding for schools to upgrade their WiFi infrastructure, enhance the supply of quality e-learning resources, and build up professional leadership and capacity of education professionals. Under the principle of school-based management, it is at the discretion of individual schools to determine their own pace of e-learning having regard to their school circumstances and development needs.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB159**

**(Question Serial No. 2683)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the Education Bureau/University Grants Committee (UGC) advise this Committee:

- (a) of the numbers of places and students as well as the amount of tuition fees of self-financing associate degree programmes in the 2013/14 and 2014/15 academic years (please provide a breakdown by institution and department);
- (b) of the numbers of places and students as well as the amount of tuition fees of self-financing undergraduate programmes in the 2013/14 and 2014/15 academic years (please provide a breakdown by institution and department);
- (c) of the average salary of graduates from self-financing associate degree and undergraduate programmes of all self-financing post-secondary institutions in the 2012/13 and 2013/14 academic years (please provide a breakdown by institution);
- (d) of the amounts of loans granted to self-financing post-secondary institutions under the interest-free Start-up Loan Scheme in the past 3 academic years (please provide a breakdown by institution);
- (e) it is learnt that some institutions still increased tuition fees substantially after obtaining loans/subsidies (e.g. the Study Subsidy Scheme for Designated Professions/Sectors) from the Administration, it is difficult to ensure that the use of public funds is appropriate and the tuition fees students paid will eventually spend on students. In this regard, does the Administration has any plans to tighten the financial regulation of self-financing post-secondary institutions and make it as a requirement for supporting the development of the institutions?
- (f) it is learnt that a consultancy study on the governance and quality assurance of the self-financing post-secondary education sector was completed in mid-2014. What are the findings of the study and what are the Administration's follow-up actions?

Asked by: Hon MA Fung-kwok (Member Question No. 11)

Reply:

(a) and (b)

The number of estimated intakes, enrolment and average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes by institution in the 2013/14 and 2014/15 academic years is set out at **Annex A**. We do not have the breakdown of the figures by department.

- (c) The average annual salary of graduates of full-time locally-accredited self-financing sub-degree programmes by institution in 2012 and 2013 is set out at **Annex B**. We do not have readily available information on the average salary of graduates from self-financing undergraduate programmes.
- (d) The amount of loans granted to non-profit-making self-financing post-secondary institutions under the Start-up Loan Scheme in the past three academic years is as follows –

2011/12 academic year

<b>Applicant</b>	<b>Loan amount (\$ million)</b>
The Chinese University of Hong Kong (for School of Continuing and Professional Studies)	40
Caritas-Hong Kong (for Caritas Institute of Higher Education)	300
Vocational Training Council (for Technological and Higher Education Institute of Hong Kong)	670
<b>Total</b>	<b>1,010</b>

2012/13 academic year

<b>Applicant</b>	<b>Loan amount (\$ million)</b>
Hong Kong Arts Centre (for Hong Kong Art School)	2.5
Hang Seng School of Commerce (for Hang Seng Management College)	800
<b>Total</b>	<b>802.5</b>

2013/14 academic year

<b>Applicant</b>	<b>Loan amount (\$ million)</b>
HKCT Group Limited (for Hong Kong College of Technology and HKCT Institute of Higher Education)	30
<b>Total</b>	<b>30</b>

- (e) The participating institutions of the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) are required to stipulate clearly the annual tuition fees and other relevant charges for all years of study of the cohort of the subsidised programmes under SSSDP prior to the commencement of the application and admission process. While the tuition fees for each year of study of the same cohort may vary subject to the tuition fee policy of the participating institutions, they shall not be altered once they are promulgated. Tuition fees of the programmes should generally be set with reference to the existing fee level with adjustments allowed for (i) price movement in accordance with the Composite Consumer Price Index announced by the Government; and (ii) enhancement in teaching and learning if needed with full justifications. The level of adjustment for (ii) shall be subject to the approval of the Education Bureau.
- (f) In order to further promote the enhancement of governance and quality assurance (QA) for the self-financing post-secondary education sector, the Committee on Self-financing Post-secondary Education (CSPE) has earlier engaged an external consultant to conduct a Consultancy Study on “Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector”, with a view to developing a code of good practices for further advancing the development of the sector. The Report of the Consultancy Study (the

Report) was published in August 2014. The full report and the executive summary have been uploaded onto the Concourse website ([www.cspe.edu.hk](http://www.cspe.edu.hk)) for access by the public.

Overall speaking, the Report covers comprehensive information and analysis on issues concerning governance and QA with reference to the experience and practices in Hong Kong and abroad; observations and recommended approach; a framework of the proposed code of good practices on governance and QA; as well as the promulgation and implementation strategy. The code comprises the following key aspects –

- (i) Institutional governance and management;
- (ii) Programme design and delivery; and
- (iii) Staffing, physical resources and student support.

Based on the findings of the Report, CSPE has just completed public consultation to gauge the views of stakeholders and the public on the proposed code with a view to promulgating it in the first half of 2015.

**Estimated Intakes, Enrolment and Annual Average Tuition Fee of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes  
by Institution from the 2013/14 Academic Year to the 2014/15 Academic Year**

Institution	2013/14 Academic Year						2014/15 Academic Year					
	Estimated Intakes		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intakes		Enrolment <sup>[1]</sup>		Annual Average Tuition Fee (\$)	
	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate
Caritas Bianchi College of Careers	400	-	394	-	51,015 - 56,540	-	290	-	373	-	51,800 - 57,705	-
Caritas Institute of Higher Education	400	360	544	73	51,015 - 55,390	60,095 - 61,903	340	660	419	182	51,800 - 56,235	64,023 - 89,100
Caritas Institute of Community Education	-	-	-	-	-	-	60	-	35	-	48,500	-
Centennial College	-	240	-	341	-	87,000	-	320	-	421	-	87,000
Chu Hai College of Higher Education	-	725	1	1 663	39,000	53,429 - 61,500	-	880	-	1 670	-	65,000 - 65,833
City University of Hong Kong - Community College of City University	3 500	-	6 591	1	47,250 - 56,250	66,500	3 600	-	5 485	1	47,250 - 56,250	-
Hang Seng Management College	140	801	410	3 260	48,000	66,500	140	1 513	206	4 182	49,500	69,000
HKU SPACE Po Leung Kuk Community College	2 040	-	3 783	-	52,500	-	2 000	-	2 371	-	52,500	-
Hong Kong Adventist College	40	-	1	-	39,600	-	-	-	-	-	-	-
Hong Kong Art School	55	65	128	126	45,000	81,400	80	65	111	101	46,500	81,400
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 055	-	4 496		48,750 - 66,978	-	1 957	120	3 533	134	47,250 - 55,000	58,720
Hong Kong College of Technology	1 030	-	864	-	43,740 - 51,600	-	1 005	-	665	-	47,100 - 54,120	-
HKCT Institute of Higher Education	-	-	-	-	-	-	-	20	-	-	-	64,750
Hong Kong Institute of Technology	662	210	1 063	111	37,400	45,000	300	250	589	568	42,000	57,533
Hong Kong Nang Yan College of Higher Education	300	-	29	-	38,000	-	90	120	20	7	38,000	60,000
Hong Kong Shue Yan University	-	1 500	-	5 156	-	55,000	-	1 323	-	5 119	-	60,000
Kaplan Business and Accountancy School	160	-	14	-	48,000							
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 000	-	4 530	-	43,800 - 50,000	-	1 665	-	1 684	-	43,800 - 50,000	-
Pui Ching Academy	150	-	3	-	41,000	-	260	-	3	-	41,000 - 44,000	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	-	175	-	492	-	279,755	-	225	-	577	-	282,215

Institution	2013/14 Academic Year						2014/15 Academic Year					
	Estimated Intakes		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intakes		Enrolment <sup>[1]</sup>		Annual Average Tuition Fee (\$)	
	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate	Sub-degree	Under-graduate
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 650	-	2 814	-	45,225 - 49,810	-	1 500	-	2 197	-	45,140 - 57,375	-
The Hong Kong Institute of Education	250	355	448	891	48,100	72,000 - 80,000	226	380	361	1 004	48,100 - 65,000	72,000 - 84,000
The Hong Kong Polytechnic University - Hong Kong Community College	4 000	-	7 685	-	50,400 - 55,440	-	4 000	-	6 786	-	50,400 - 55,440	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	45	-	41	-	\$247,759
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	740	1 683	1 120	4 664	45,000 - 66,365	52,000 - 65,000	1 035	1 911	1 426	5 342	48,000 - 72,700	54,600 - 68,250
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	50	7 289	64	52,500 - 72,000	59,200	4 220	50	5 508	164	52,500 - 72,000	48,000
Tung Wah College	300	710	472	907	52,500 - 79,200	66,000 - 108,800	200	710	264	1 145	52,500 - 76,250	66,000 - 108,800
Vocational Training Council	5 056	450	9 120	760	46,500 - 47,750	66,150 - 75,900	3 740	660	7 551	1381	48,600 - 49,800	66,000 - 79,200
Yew Chung Community College	420	-	92	-	60,500	-	180	-	104	-	63,150 - 63,650	-
YMCA College of Careers	40	-	63	-	44,250	-	90	-	52	-	46,000	-

**Notes:**

[1] denotes the provisional figures as at end December 2014. The final actual enrolment may vary.

“-” denotes that no related programmes were offered.



**Average Annual Salary of Graduates from the Self-financing Sub-degree Programmes  
in 2012 and 2013**

<b>Institution</b>	<b>Average annual salary (\$)</b>	
	<b>2012</b>	<b>2013</b>
Caritas Bianchi College of Careers	120,776	123,628
Caritas Institute of Higher Education	157,502	159,349
Chu Hai College of Higher Education	128,000	-
City University of Hong Kong	124,236	132,420
Hang Seng Management College	115,000	123,696
HKU SPACE Po Leung Kuk Community College	117,383	122,969
Hong Kong Art School	132,666	127,950
Hong Kong Baptist University	135,090	141,347
Hong Kong College of Technology	111,761	131,322
Hong Kong Institute of Technology	@	@
Lingnan University	121,984	122,906
Sacred Heart Canossian College of Commerce	121,984	114,000
The Chinese University of Hong Kong	113,896	121,915
The Hong Kong Institute of Education	137,105	144,457
The Hong Kong Polytechnic University	113,221	116,375
The Open University of Hong Kong	201,179	200,694
The University of Hong Kong	116,362	122,624
Tung Wah College	-	N.A.
Vocational Training Council	115,639	124,300
Yew Chung Community College	@	@
<b>All institutions</b>	<b>111,761 - 201,179</b>	<b>114,000 - 200,694</b>

Notes :

Figures are based on the respondents of the Graduates Survey conducted by institutions, who were in employment at that time.

“-” denotes no sub-degree graduates in the year.

“@” denotes that all graduates articulated to further studies and thus not in employment.

“N.A.” denotes information not available.

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**CONTROLLING OFFICER'S REPLY**

**EDB160**

**(Question Serial No. 2684)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the Education Bureau/University Grants Committee please list:

- a. the numbers of self-financing taught master degree programmes, by institution, in the 2012/13, 2013/14 and 2014/15 academic years;
- b. the tuition fees of self-financing taught master degree programmes, by institution and programme, in the 2012/13, 2013/14 and 2014/15 academic years; and
- c. the total numbers of students of self-financing taught master degree programmes and their ratios of local to mainland students, by institution and programme, in the 2012/13, 2013/14 and 2014/15 academic years.

Asked by: Hon MA Fung-kwok (Member Question No. 12)

Reply:

a, b and c

A variety of local and non-local self-financing taught master's degree programmes are provided by different post-secondary institutions in Hong Kong on a full-time or part-time basis, including the University Grants Committee-funded (UGC) institutions and their community colleges, statutory institutions such as the Hong Kong Academy for Performing Arts and the Open University of Hong Kong, and institutions registered under the Post Secondary Colleges Ordinance (Cap. 320) as well as non-local operators with programmes registered under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493).

The Education Bureau does not have readily available information on all self-financing taught master's degree programmes in Hong Kong. All locally-accredited master's degree programmes provided in Hong Kong have been registered under the Hong Kong Qualifications Register ([www.hkqr.gov.hk](http://www.hkqr.gov.hk)).

--END--

**CONTROLLING OFFICER'S REPLY****EDB161****(Question Serial No.2687)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of Learning Support Grant (LSG), please advise:

- a. the number of students requiring tier-2 and tier-3 support, the amount of subsidy per student and the total expenditure in the 2012/13, 2013/14 and 2014/15 school years (please list out by 18 districts);
- b. it is learnt that after receiving the LSG, some schools did not utilise the grant directly on SEN students; some purchased services from other organisations with the grant; individual schools did not utilise the grant properly; and, as a result, the grant has been clawed back by the Education Bureau, etc. In this connection, will the Administration study how to check on the situation and make sure the designated resources are used on the specific students? If yes, what are the details?

Asked by: Hon MA Fung-kwok (Member Question No.18)

Reply:

(a)

To help schools cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). In both the 2012/13 and 2013/14 school years, the grant per year per student requiring tier-2 and tier-3 support was \$10,000 and \$20,000 respectively and the basic provision per school per annum for the first one to six student(s) requiring tier-3 support was \$120,000. With effect from the 2014/15 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,000 and \$26,000 respectively and the basic provision raised to \$156,000. The number of students with SEN and the total expenditure on LSG from the 2012/13 to the 2014/15 school years are as follows:

	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
No. of students with SEN in public sector primary and secondary schools	31 390	33 830	36 190
Total expenditure on LSG (\$ million)	293.4	330.9	450.1 (revised estimate)

Note: The amount of LSG for each school is calculated on the basis of the number of students with SEN admitted and the tier of support the students require, irrespective of the districts of the schools.

Hence, providing a breakdown of LSG allocation by district is not meaningful and can be misleading.

(b)

Schools should pool and deploy LSG and other school resources flexibly and holistically for employing additional teachers, teaching assistants or hiring professional services, etc. to render appropriate support services for students with SEN based on their needs. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to Integrated Education to EDB at the end of each school year. To further enhance transparency, schools are required to set out how resources are deployed to provide support services for students with SEN and upload such information onto their school websites. Besides, EDB's professional staff conduct regular school visits to advise schools on the deployment of resources for supporting their students with SEN.

EDB has issued a circular setting out clearly the claw-back mechanism and has kept monitoring schools on the deployment of LSG. Should undesirable situation be detected, we will issue letters to remind the related schools to make improvement and follow up with them as appropriate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB162****(Question Serial No. 2688)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Mainland University Study Subsidy Scheme (MUSSS) has been implemented with effect from the 2014/15 academic year to support needy students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions ("Admission Scheme"). Will the Education Bureau advise on the following:

- (a) the number of students passing the means test in the 2014/15 academic year (with a breakdown by full rate subsidy and half rate subsidy);
- (b) the total expenditure on the MUSSS in the 2014/15 academic year;
- (c) the respective numbers of students pursuing studies in the Mainland through the Admission Scheme, Joint Entrance Examination for Universities in the People's Republic of China for Overseas Chinese, Hong Kong, Macao and Taiwan Students (Joint Entrance Examination), as well as the recruitment exercises of individual Mainland Higher Education Institutions in the 2012/13, 2013/14 and 2014/15 academic years;
- (d) whether the Administration will consider expanding the coverage of the MUSSS to allow students pursuing studies in the Mainland through the Joint Entrance Examination and recruitment exercises of individual Mainland Higher Education Institutions to apply for the subsidy; if yes, what are the details; if no, the reasons for that?

Asked by: Hon MA Fung-kwok (Member Question No. 19)

Reply:

- (a) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions ("Admission Scheme"). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. The MUSSS will benefit three cohorts of students starting from the 2014/15 academic year (i.e. those entering the first year of undergraduate studies in the 2014/15, 2015/16 and 2016/17 academic years) and then its effectiveness will be reviewed. Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy of \$15,000 per year and the remaining 111 to receive the half-rate subsidy of \$7,500 per year.
- (b) The total expenditure for implementing the MUSSS in the 2014/15 academic year was about \$4 million.
- (c) The Admission Scheme was introduced in 2012 as a government-to-government initiative whereby

Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education (HKDSE) examination results, and are thus exempted from taking the Joint Entrance Examination for Universities in the Mainland. The number of students admitted by Mainland institutions under the Admission Scheme in the 2012/13, 2013/14 and 2014/15 academic years was 976, 1 188 and 1 535 respectively.

As regards the number of Hong Kong students pursuing studies in the Mainland through other means, including the Joint Entrance Examination for Universities in the Mainland and the recruitment exercises of individual Mainland Higher Education Institutions, we do not maintain such records. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the estimated number of Hong Kong residents studying full-time tertiary education programmes in the Mainland was about 7 356 in 2006 and 5 515 in 2011. Moreover, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 330 as at October 2014.

(d) The MUSSS will benefit students studying in the Mainland undergraduate programmes admitted through the Admission Scheme, which is the only scheme for Hong Kong students to study outside Hong Kong promulgated at a government-to-government level. Details of the Admission Scheme, such as admission criteria and designated institutions, have been formulated with a view to safeguarding quality and the interest of Hong Kong students. Since the Admission Scheme will exempt Hong Kong students from the Joint Entrance Examination for Universities in the Mainland, it saves students' time and effort on other university admission examinations, so that they can concentrate on their preparation for the HKDSE examination. This is in line with the HKSAR Government's policy objective to promote HKDSE examination as the primary channel for articulation in and outside Hong Kong. The effectiveness of the MUSSS will be reviewed after benefiting three cohorts of students. Meanwhile, we will closely monitor and review from time to time the operation of the MUSSS, and make timely adjustments as and when necessary.

- End -

**CONTROLLING OFFICER'S REPLY****EDB163****(Question Serial No. 3170)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau advise of the following:

- (a) the number, names and locations of the existing vacant school premises in the territory as well as the year in which school operation ceased (with a breakdown by 18 districts);
- (b) which of these vacant school premises are managed by the Government (please provide names and locations) and which government department(s) is/are responsible for managing them;
- (c) the expenditure involved in managing all vacant school premises in the territory in the 2014/15 school year;
- (d) the estimated expenditure for managing all vacant school premises in the territory in the 2015/16 school year; and
- (e) the number of vacant school premises earmarked for further school use or other educational use as at the end of the 2014/15 school year and the progress in this respect; if the premises have yet to commence operation, the reasons for that.

Asked by: Hon MA Fung-kwok (Member Question No. 3)

Reply:

(a) and (b) A total of 88 public sector primary schools ceased operation in the school years from 2003/04 to 2014/15 for not meeting the minimum threshold number of Primary One students under the policy on "Consolidation of Under-utilized Primary Schools". During the same period, 17 secondary schools ceased operation due to various reasons and three secondary schools merged with other schools. A breakdown of these 108 vacant school premises by districts is in **Table (1)**. As at March 2015, among these 108 school premises that have become vacant, 48 of them have already been redeployed or re-allocated for further educational use. As for the other 60 premises, 7 of them have been earmarked for further educational use and action is underway to put these premises into operation in accordance with the earmarked uses. The remaining 53 premises have been found not suitable for educational purpose mainly due to their limited size and remote locations. The Education Bureau ("EDB") has informed the Planning Department and returned these 53 premises to the relevant departments for consideration of alternative use in accordance with the prevailing established arrangement.

Table (1) A Breakdown of the 108 Vacant School Premises by Districts

*(Secondary schools are denoted with \*)*

Note :

@ - School premises under consideration/application or available for other uses as in March 2015

✱ - School premises let out to non-profit making organisations or allocated to other bureau/department for

other uses as at the above temporal position.

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
1	Eastern	2007/08	The Building Contractors' Association School	62 Tin Hau Temple Road, Causeway Bay, Hong Kong	Redeployed / reallocated for educational use	Premises user
2	Eastern	2009/10	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Estate School No. 1, Yue Wan Estate, Chai Wan, Hong Kong	Returned to the Government for disposal	Housing Department
3	Eastern	2010/11	Chai Wan Star of The Sea Catholic Primary School	Estate School No. 2, Hing Wah Estate (Stage II), Chai Wan, Hong Kong	Earmarked for educational use	Housing Department
4	Eastern	2011/12	Tung Wah Group of Hospitals Lee Chi Hung Memorial Primary School (Chai Wan)	Estate Primary School, Siu Sai Wan Estate Phase II, Chai Wan	Redeployed / reallocated for educational use	Premises user
5	Islands	2005/06	Lo So Shing School	Lo So Shing Village, Lamma Island, New Territories	Returned to the Government for disposal	Lands Department @
6	Islands	2006/07	Cheung Chau Public School	School Road, Cheung Chau, New Territories	Earmarked for educational use	Lands Department
7	Islands	2006/07	Peng Chau Chi Yan Public School	9 Chi Yan Lane, Peng Chau, New Territories	Returned to the Government for disposal	Southern Part : private land owner, Northern Part: sold by Lands Department for residential use.
8	Islands	2007/08	Caritas St Paul Secondary School *	CC Lot No 1139, Lung Tsai Tsuen and Peak Road, Cheung Chau, New Territories	Redeployed / reallocated for educational use	Premises user
9	Islands	2007/08	NTHYK Southern District Secondary School *	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	Returned to the Government for disposal	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @



<b>No.</b>	<b>District</b>	<b>Year in which the school ceased operation</b>	<b>School name</b>	<b>School address</b>	<b>Present status of the premises</b>	<b>Government departments / parties managing the premises (Note)</b>
10	Islands	2008/09	Shun Tak Public School Cheung Chau	2 School Road, Cheung Chau, New Territories	Redeployed / reallocated for educational use	Premises user
11	Islands	2009/10	Cheung Chau Fisheries Joint Association Public School	Tung Wan Road, Cheung Chau, New Territories	Returned to the Government for disposal	Private land owner
12	Kowloon City	2004/05	The Church of Christ in China Nim Tsi School *	170 Kau Pui Lung Road, Ma Tau Wai, Kowloon	Redeployed / reallocated for educational use	Premises user
13	Kowloon City	2006/07	Kowloon City District Kai Fong Welfare Association School	4 Ying Choi Path, Kowloon	Redeployed / reallocated for educational use	Premises user
14	Kowloon City	2007/08	Hung Hom Kaifong Association Primary School	16 Station Lane, Kowloon	Redeployed / reallocated for educational use	Premises user
15	Kowloon City	2008/09	The Society of Natives of Chaolian Cheung Chuk Shan Memorial School	22 Sheung Heung Road, Tokwawan, Kowloon	Redeployed / reallocated for educational use	Premises user
16	Kowloon City	2008/09	Poo Ai Catholic Primary School	5 Dyer Avenue, Hunghom, Kowloon	Redeployed / reallocated for educational use	Premises user
17	Kowloon City	2009/10	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	Redeployed / reallocated for educational use	Premises user
18	Kowloon City	2012/13	New Method College *	25 Man Fuk Road, Kowloon	Redeployed / reallocated for educational use	Premises user
19	Kwai Tsing	2004/05	Po Leung Kuk Tsing Yi Secondary School (Skills Opportunity) *	8 Tsing Chin Street, Tsing Yi, New Territories	Redeployed / reallocated for educational use	Premises user
20	Kwai Tsing	2005/06	Lok Sin Tong Lau Sai Yan Primary School	Estate School No.1, Lai King Estate, Kwai Chung, New Territories	Redeployed / reallocated for educational use	Premises user
21	Kwai Tsing	2006/07	The Hong Kong Sze Yap Commercial & Industrial Association Chan Lai So Chun	Estate School No.1, Cheung Ching Estate, Tsing Yi, New Territories	Returned to the Government for disposal	Housing Department (Demolished)

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
			Memorial School			
22	Kwai Tsing	2006/07	Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School	Estate School No.3, Cheung Ching Estate, Tsing Yi, New Territories	Returned to the Government for disposal	Housing Department ※ (let to the Association of Hong Kong Flag-guards Limited)
23	Kwai Tsing	2008/09	Tsing Yi Public School (Cheung Hong)	Estate Primary School No. 3, Cheung Hong Estate Area 4, Tsing Yi, New Territories	Returned to the Government for disposal	Housing Department ※ (The premises has already been leased to Occupational Safety and Health Council)
24	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School *	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung, New Territories	Redeployed / reallocated for educational use	Premises user
25	Kwai Tsing	2009/10	Ha Kwai Chung Government Secondary School *	85 Hing Shing Road, Ha Kwai Chung, New Territories	Redeployed / reallocated for educational use	Premises user
26	Kwun Tong	2007/08	Five Districts Business Welfare Association Yan Kow School	Estate School No. 2, Ping Shek Estate, Kwun Tong, Kowloon	Redeployed / reallocated for educational use	Premises user
27	Kwun Tong	2008/09	Grantham College of Education Past Students' Association Kwun Tong Primary School	Estate Primary School No. 1, Shun On Estate, Kwun Tong, Kowloon	Redeployed / reallocated for educational use	Premises user
28	Kwun Tong	2008/09	Hoi Bun School	45 Hoi Pong Road Central, Lei Yue Mun, Kowloon	Returned to the Government for disposal	Lands Department ※ (allocated to the Home Affairs Department for community use)
29	North	2004/05	Yan Chai Hospital No.5 Secondary School (Skills Opportunity) *	2 Wo Muk Road, Luen Wo Hui, Fanling, New Territories	Redeployed / reallocated for educational use	Premises user
30	North	2004/05	Lung Kai Public School	Ma Cho Lung Village, Sheung Shui, New Territories	Returned to the Government for disposal	Lands Department @

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
31	North	2005/06	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	Returned to the Government for disposal	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
32	North	2005/06	Sheung Shui Shek Wu Hui Fertilizers & Rice Dealers Association Public School	Ng Uk Village, Sheung Shui, New Territories	Returned to the Government for disposal	Lands Department ※ (allocated to the Food & Health Bureau for health centre and/or outpatient clinic use)
33	North	2006/07	Sha Tau Kok Government Secondary School *	Sha Tau Kok Road, Sha Tau Kok, New Territories	Redeployed / reallocated for educational use	Premises user
34	North	2006/07	Fung Kai No. 2 Secondary School *	15 Jockey Club Road, Sheung Shui, New Territories	Redeployed / reallocated for educational use	Premises user
35	North	2006/07	Ku Tung Public Oi Wah School	Ku Tung, Ho Sheung Heung Road, Sheung Shui, New Territories	Returned to the Government for disposal	Private land owner (land surrender being explored with a view to deploying it for educational use)
36	North	2006/07	Kwan Ah School	Tam Shui Hang Village, Sha Tau Kok, New Territories	Returned to the Government for disposal	Lands Department @
37	North	2006/07	Ping Yeung Public School	Ping Yeung Village, Ta Ku Ling, New Territories	Returned to the Government for disposal	Lands Department @
38	North	2006/07	Sam Wo Public School	Tsung Chai Ling, Muk Wu Tsuen, Ta Ku Ling, New Territories	Returned to the Government for disposal	Lands Department @
39	North	2006/07	Wah Shan Public School	Wah Shan Village, Sheung Shui, New Territories	Returned to the Government for disposal	Lands Department @
40	North	2007/08	Tsung Him School	Shung Him Tong Village, Fanling, New Territories	Returned to the Government for disposal	Private land owner

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
41	North	2008/09	King Sau School	Lin Ma Hang, Ta Ku Ling, New Territories	Returned to the Government for disposal	Lands Department @
42	Sai Kung	2004/05	Leung Shuen Bay School	Leung Shuen Bay, Sai Kung, New Territories	Returned to the Government for disposal	Lands Department @
43	Sai Kung	2007/08	Hong Kong Taoist Association Tong Tang Sook Fong Memorial School	Estate Primary School No. 2, Phase II, Tsui Lam Estate, Area 5, Tseung Kwan O, New Territories	Redeployed / reallocated for educational use	Premises user
44	Sai Kung	2007/08	Sai Kung Central Primary School	Ho Chung, Sai Kung, New Territories	Returned to the Government for disposal	Government Property Agency ※ (The building is occupied by government departments for temporary use, and a government department is making arrangements for taking over the site for its long term proposal.)
45	Sai Kung	2008/09	Grantham College of Education Past Students' Association Tseung Kwan O Primary School	Estate Primary School 1, Tsui Lam Estate, Phase II, Tseung Kwan O, Area 5, New Territories	Redeployed / reallocated for educational use	Premises user
46	Sai Kung	2008/09	Hang Hou Central Shing Hang Fong Memorial Primary School	1 King Yin Lane, Tseung Kwan O, New Territories	Redeployed / reallocated for educational use	Premises user
47	Sai Kung	2008/09	Sam Yuk Middle School *	1111 Clear Water Bay Road, Sai Kung, New Territories	Redeployed / reallocated for educational use	Premises user
48	Sha Tin	2006/07	Hong Kong Municipal Service General Staff Association Sha Kok Primary School	Sha Kok Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
49	Sha Tin	2007/08	Ho Fai Primary School (Sponsored by Sik Sik Yuen)	Yiu On Estate, Ma On Shan, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
50	Sha Tin	2008/09	Tung Wah Group of Hospitals Tam Shiu Primary School	Mei Lam Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
51	Sha Tin	2008/09	Po Leung Kuk Wong Clan Association Primary School	Estate School No.3, Wo Che Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
52	Sha Tin	2008/09	Caritas Shatin Marden Foundation Secondary School *	18-24 Man Lai Road, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
53	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
54	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
55	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
56	Sha Tin	2009/10	Five Districts Business Welfare Association Mrs Fung Ping Shan Primary School	2 On Shing Street, Ma On Shan, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
57	Sha Tin	2009/10	Sir Ellis Kadoorie Secondary School (Shatin) *	Area 92 Yiu On Estate, Ma On Shan, Shatin, New Territories	Returned to the Government for disposal	Housing Department ※ (The premises has already been leased to Vocational Training Council)
58	Sha Tin	2012/13	Sung Lan Middle School *	Mei Lam Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
59	Sham Shui Po	2006/07	Po On Commercial Association School	13 Tong Yam Street, Tai Hang Tung, Kowloon	Redeployed / reallocated for educational use	Premises user
60	Sham Shui Po	2007/08	Kow Kong Commercial Association School	7 Pui Tak Street, Shamshuipo, Kowloon	Redeployed / reallocated for educational use	Premises user

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
61	Sham Shui Po	2007/08	Sam Shui Natives Association Tong Yun Kai School	19 Wai Chi Street, Kowloon	Earmarked for educational use	Education Bureau
62	Southern	2007/08	Shue Yan Secondary School *	2 Police School Road, Wong Chuk Hang, Hong Kong	Redeployed / reallocated for educational use	Premises user
63	Southern	2008/09	Kwong Yuet Tong Excel Foundation Primary School	3 Wah Lam Path, Wah Fu Estate, Pokfulam, Hong Kong	Redeployed / reallocated for educational use	Premises user
64	Southern	2008/09	Hong Kong Cheng's Clansmen General Association Cheng Jack Yiu School	Ma Hang Village Phase III, Stanley, Hong Kong	Redeployed / reallocated for educational use	Premises user
65	Southern	2011/12	St. Teresa's School	G/F and New Annex, 1 Tung Tau Wan Road, Stanley, Hong Kong	Redeployed / reallocated for educational use	Premises user
66	Southern	2013/14	Apleichau St.Peter's Catholic Primary School	Estate Primary School Ap Lei Chau (Site A) Phase I, Hong Kong	Earmarked for educational use	Housing Department
67	Tai Po	2004/05	Lam Tsuen Public School	Lam Tsuen, Tai Po, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department ※ (let out for use as a public open square)
68	Tai Po	2004/05	Tai Hang Public School	Chung Sum Wai, Char Hang, Tai Po, New Territories	Returned to the Government for disposal	Private land owner
69	Tai Po	2004/05	Yuk Yin School (Tai Po)	Kau Lung Hang Village, Tai Po, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department @
70	Tai Po	2006/07	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	Returned to the Government for disposal	Housing Department
71	Tai Po	2007/08	Sung Tak School	9-11, Shung Tak Street Tai Po, Tai Po Market, New Territories	Returned to the Government for disposal	Lands Department ※ (allocated to Housing Department for temporary reprovisioning of a Rural

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
						Committee Office)
72	Tai Po	2010/11	The Church of Christ in China Kei Ching Primary School	Fu Shin Estate, Tai Po, New Territories	Returned to the Government for disposal	Housing Department (SWD proposed to convert the premises into a welfare complex; works are underway)
73	Tai Po	2011/12	Buddhist Tai Kwong Middle School *	178 Kam Shan, Tai Po, New Territories	Redeployed / reallocated for educational use	Premises user
74	Tai Po	2012/13	Buddhist Hui Yuan College (Sponsored by Hong Kong Buddhist Sangha Association) *	6 Ma Chung Road, Tai Po, New Territories	Earmarked for educational use	Education Bureau
75	Tai Po	2014/15	Tai Po Government Secondary School	12 On Pong Road, Tai Po, New Territories	Returned to the Government for disposal	Possession with the Education Bureau pending handover of the premises to Home Affairs Department for converting into an Arts Development Centre.
76	Tseun Wan	2010/11	Tsuen Wan Lutheran School	Cheung Shan Estate, Tsuen Wan, New Territories	Earmarked for educational use	Housing Department
77	Tsuen Wan	2007/08	Kwai Chung Public School	570 Castle Peak Road, Kwai Chung, New Territories	Returned to the Government for disposal	Lands Department @
78	Tuen Mun	2005/06	Tai Lam Chung Public School	16 Miles Castle Peak Road, New Territories	Returned to the Government for disposal	Lands Department @
79	Tuen Mun	2006/07	Kiu Saw Public School	Chung Uk Tsuen, Tuen Mun, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department @
80	Tuen Mun	2006/07	Lam Tei Gospel School	21.5 Milestone, Lam Tei, Tuen Mun, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department @

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
81	Tuen Mun	2006/07	Tuen Mun School	254 Tuen Tse Wai, Tuen Mun, New Territories	Returned to the Government for disposal	Lands Department @
82	Tuen Mun	2010/11	Buddhist Lau Tin Sang Primary School	Estate School No.3, Tai Hing Estate Phase 1, Tuen Mun, New Territories	Redeployed / reallocated for educational use	Premises user
83	Tuen Mun	2010/11	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Estate Primary School, Sam Shing Estate, Tuen Mun, New Territories	Earmarked for educational use	Housing Department
84	Wan Chai	2006/07	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	Redeployed / reallocated for educational use	Premises user
85	Wan Chai	2007/08	St. Margaret's College *	1E Shiu Fai Terrace, Stubbs Road, Wanchai, Hong Kong	Redeployed / reallocated for educational use	Premises user
86	Wan Chai	2008/09	Hong Kong Sam Yuk Secondary School *	17A Ventris Road, Happy Valley, Hong Kong	Returned to the Government for disposal	Private land owner
87	Wong Tai Sin	2008/09	Chi Tak Public School	9 Tung Lung Road, Kowloon City, Kowloon	Returned to the Government for disposal	Private land owner
88	Wong Tai Sin	2010/11	S.K.H. Kei Sum Primary School	Fu Shan Estate, Po Kong Village Road, Kowloon	Returned to the Government for disposal	Housing Department (The premises will be demolished for the construction of Public Rental Housing)
89	Yau Tsim Mong	2006/07	Hong Kong Vernacular Normal Schools Alumni Association School	KIL 6719, Sai Yee Street, Mongkok, Kowloon	Redeployed / reallocated for educational use	Premises user
90	Yau Tsim Mong	2008/09	Hong Kong Weaving Mills Association Primary School	189 Prince Edward Road, Mongkok, Kowloon	Redeployed / reallocated for educational use	Premises user



No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
91	Yau Tsim Mong	2010/11	Sheng Kung Hui All Saints' Primary School	11 Pak Po Street, Mongkok, Kowloon	Redeployed / reallocated for educational use	Premises user
92	Yuen Long	2005/06	Ng Wo Public Primary School	Tai Wai Village, Shap Pat Heung, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department ※ (let out for community and recreation centre use)
93	Yuen Long	2005/06	Ha Tsuen Heung Pak Nai Public School	Ha Tsuen Heung, Pak Nai, New Territories	Returned to the Government for disposal	Lands Department @
94	Yuen Long	2005/06	Chi Ching School	Fraser Village, Tai Tong Road, New Territories	Returned to the Government for disposal	Lands Department ※ (let out for temporary club and office use)
95	Yuen Long	2006/07	Koon Ying School	Mai Po Village, San Tin, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department @
96	Yuen Long	2006/07	Wang Chau Public Primary School	Wang Chau Village, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department @
97	Yuen Long	2006/07	Wing On School	Tai Shu Ha West Road, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department @
98	Yuen Long	2006/07	Shung Ching School	Shung Ching San Tsuen, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department @
99	Yuen Long	2006/07	Shung Tak Catholic Primary School	Nam Pin Wai, Yuen Long, New Territories	Returned to the Government for disposal	Private land owner
100	Yuen Long	2006/07	Wa Fung School	Lam Hau Ling, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department @
101	Yuen Long	2006/07	Yau Tam Mei Primary School	Yau Tam Mei Village, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department @

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises (Note)
102	Yuen Long	2006/07	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department
103	Yuen Long	2007/08	Hoi Ming School	Fung Hing Li (San Wai), Yuen Long, New Territories	Returned to the Government for disposal	Private land owner
104	Yuen Long	2007/08	Wai Kwan Primary School	Tong Yan San Tsuen, Ping Shan, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department @
105	Yuen Long	2007/08	Ying Yin Catholic Primary School	Tan Kwai Tsuen, Hung Shui Kiu, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department @
106	Yuen Long	2008/09	Luen Kwong Public School	Tai Tong Road, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department ※ (let out for use as an activity centre)
107	Yuen Long	2008/09	Yuen Kong Public School	Yuen Kong Tsuen, Pat Heung, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department ※ (let out for use as temporary training centre for construction industry and ancillary offices)
108	Yuen Long	2012/13	The Church of Christ in China Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai, New Territories	Redeployed / reallocated for educational use	Premises user

(c) In the 2014/15 school year, expenses to be incurred for management of the relevant school premises mentioned in Table (1) which are currently vacant and under this Bureau's management purview are estimated to be about \$123,000. The school premises include the ex-premises of Lo Wu Public School, NTHYK Southern District Secondary School, Buddhist Hui Yuan College, Sam Shui Natives Association Tong Yun Kai School and Tai Po Government Secondary School.

(d) As for the 2015/16 school year, expenses to be incurred for management of the relevant school premises mentioned in Table (1) which are currently vacant and under this Bureau's management purview are estimated to be about \$97,000. The school premises include the ex-premises of Lo Wu Public School, NTHYK Southern District Secondary School, Buddhist Hui Yuan College, Sam Shui Natives Association Tong Yun Kai School, Tai Po Government Secondary School and Po Leung Kuk Wai Yin College.

(e) Up to 2014/15 school year, 7 out of the 108 school premises listed in Table (1) have been earmarked for further school use or other educational use (please refer to **Table (2)** below). Action is underway to put them into operation in accordance with the earmarked uses.

Table (2) 7 Vacant School Premises Earmarked for Further School Use or Other Educational Use as at

March 2015 (Secondary schools are denoted with \*)

No.	District	School Name
1	Islands	Cheung Chau Public School
2	Sham Shui Po	Sam Shui Natives Association Tong Yun Kai School
3	Eastern	Chai Wan Star of The Sea Catholic Primary School
4	Tsuen Wan	Tsuen Wan Lutheran School
5	Tuen Mun	The Salvation Army Sam Shing Chuen Lau Ng Ying School
6	Tai Po	Buddhist Hui Yuan College (Sponsored by Hong Kong Buddhist Sangha Association) *
7	Southern	Apleichau St. Peter's Catholic Primary School

- End -

**CONTROLLING OFFICER'S REPLY****EDB164****(Question Serial No. 3236)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the problem of cross-boundary students, would the Education Bureau inform us:

- a. the number of cross-boundary students (by category of kindergarten student, primary student and secondary student) in the 2012/13, 2013/14 and 2014/15 school years;
- b. the number of students applying for central allocation in the 2012/13, 2013/14 and 2014/15 school years;
- c. the number of school places in the school nets exclusively for cross-boundary students in the 2014/15 school year (by school nets);
- d. the estimated number of school places in the school nets exclusively for cross-boundary students in the 2015/16 school year (by school nets);
- e. a huge number of students have to attend schools in a place different to their residence. This has created great disturbance to parents and the students, and affected the supply of school places in Hong Kong. There have been requests in the society for the Administration to support and facilitate the establishment of schools for Hong Kong Children on the Mainland in order to alleviate the problem of cross-boundary students. However, the progress of it has been slow. Please tell what are the reasons for it? Does the Administration have other suggestions for solving the problem of cross-boundary students?

Asked by: Hon MA Fung-kwok (Member Question No. 56)

Reply:

- (a) The number of cross-boundary students (CBS) by school level in the 2012/13, 2013/14 and 2014/15 school years is tabulated at Annex A.
- (b) The number of CBS participating in the Central Allocation stage of the Primary One Admission (POA) 2012, 2013 and 2014 for admission to Primary 1 (P1) in the 2012/13, 2013/14 and 2014/15 school years respectively is tabulated at Annex B.
- (c)&(d) To alleviate the impact of increasing CBS on primary schools on individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child's POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70

(Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

The number of P1 places exclusively for CBS for the Central Allocation of POA 2014 and POA 2015 for admission to P1 in the 2014/15 and 2015/16 school years respectively by school net is tabulated at Annex C and Annex D respectively.

- (e) With the implementation of the “zero delivery quota” policy since early 2013 for expectant Mainland mothers whose husbands are not Hong Kong residents, it is anticipated that the projected demand for P1 school places from CBS would decrease progressively from the 2019/20 school year onwards to a stable level. In other words, the projected increasing demand for P1 places in the run up to the peak in 2018 including a drastic surge of CBS is transient in nature. Since the proposal of operating schools for Hong Kong Children in the Mainland involves complicated issues and far-reaching implications, including, among others, school management and jurisdiction, curriculum, etc., the Government does not consider that the proposal should be adopted to address this projected transient increase in demand. To offer an alternative for Hong Kong students residing in the Mainland (including CBS) to study in Shenzhen, Hong Kong and Shenzhen have jointly implemented the “Scheme of Classes for Hong Kong Students” (Scheme) since 2008. The number of minban schools operating classes for Hong Kong students has increased from six in the 2013/14 school year to nine in the 2014/15 school year. Two more minban schools will join the Scheme in the 2015/16 school year. The Scheme would be enhanced as appropriate to attract these students, in particular, CBS to remain and study in Shenzhen.

Separately, EDB has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA to alleviate the impact of increasing CBS on primary schools on individual districts, notably the North District as mentioned in (c) above. In parallel, EDB and the school sector have reached a consensus that construction of new schools to meet the transient increase in demand should be avoided as far as possible in light of the scarcity of the land resources. Instead, flexible arrangements (including borrowing school places from neighboring school nets, making use of remaining/vacant classrooms, converting other rooms into additional classrooms, temporarily allocating more students to each P1 class, and exploring the feasibility of recycling vacant school premises and constructing temporary classrooms) should be adopted to increase temporarily the supply to meet the demand (including that from CBS).

**Number of Cross-boundary Students by School Level  
in the 2012/13, 2013/14 and 2014/15 School Years**

<b>School Level \ School Year</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Kindergarten (including kindergarten-cum-child care centre)	7 454	9 286	10 364
Primary school	6 749	9 081	11 774
Secondary school	2 153	2 504	2 852

Note:

Figures are based on the annual surveys conducted via schools in September of the respective school years on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

**Number of Cross-boundary Students (CBS) Participating in Central Allocation Stage  
in Primary One Admission (POA) 2012, 2013 and 2014**

<b>POA Cycle (School Year)</b>	<b>Number of CBS Participating in Central Allocation</b>
POA 2012 (For Admission to P1 in the 2012/13 School Year)	1 562
POA 2013 (For Admission to P1 in the 2013/14 School Year)	2 116
POA 2014 (For Admission to P1 in the 2014/15 School Year)	2 671

**Primary One Places in Choice of Schools List for Central Allocation  
for Cross-boundary Students in Primary One Admission (POA) 2014 by School Net  
(For Admission to Primary One in 2014/15 School Year)**

<b>POA School Net</b>	<b>P1 Places</b>
43	50
70	868
71	330
72	1 057
74	100
80	158
81	130
83	30
84	154
89	100
98	200

Note:

Figures refer to the position as at January of 2014 when the 2014 Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland) was compiled to facilitate parents to make school choice for Central Allocation of POA 2014.



**Primary One Places in Choice of Schools List for Central Allocation  
for Cross-boundary Students in Primary One Admission (POA) 2015 by School Net  
(For Admission to Primary One in 2015/16 School Year)**

<b>POA School Net</b>	<b>P1 Places</b>
43	150
66	175
70	616
71	201
72	695
74	70
80	112
81	117
83	24
84	152
89	100
98	200

Note:

Figures refer to the position as at January of 2015 when the 2015 Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland) was compiled to facilitate parents to make school choice for Central Allocation of POA 2015.

- End -

**CONTROLLING OFFICER'S REPLY****EDB165****(Question Serial No. 2404)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) In the 2014-15 financial year, the estimated provisions for providing native-speaking English teachers (NETs) for public sector primary and secondary schools are \$356.3 million and \$390.3 million respectively. What are the ultimate revised estimates? What are the respective estimates for providing NETs for public sector primary and secondary schools in the 2015-16 financial year? According to the findings of a public opinion survey, more than half of the respondents support the proposal of deploying the resources for the NET Scheme to providing training for local English teachers. Will the Administration consider this proposal carefully?
- (b) Please provide a list of the public sector primary and secondary schools with NETs and the number of NETs in each school. What is the average amount of public funding per NET? Of this amount, how much is for salaries, training, housing allowance, airfare grant, etc.? What is the cost of employing a local English teacher as compared to a NET?

Asked by: Hon MO Claudia (Member Question No. 13)

Reply:

- (a) The revised estimates and estimates for providing Native-speaking English Teachers (NETs) for public sector primary and secondary schools in the 2014-15 and 2015-16 financial years are as follows:

NET Scheme	Financial Year	
	2014-15 Revised Estimates (\$ million)	2015-16 Estimates (\$ million)
Primary Schools	367.0	390.0
Secondary Schools	386.8	409.2

Apart from supporting local English teachers' professional growth, especially through school-based professional development and collaboration, the NET Scheme serves to enrich the language learning environment in school, develop innovative teaching practices and enhance students' interest in English learning. The Education Bureau is cognizant of the findings of non-government opinion surveys regarding the NET Scheme. We will prudently take into consideration such feedback together with our internal findings and those of the commissioned evaluation studies to inform the development of the NET Scheme and the planning and delivery of professional development programmes for English Language teachers.

(b) Under the NET Scheme, a NET is normally provided to every public sector secondary school and every public sector primary school operating six classes or more which offers mainstream curriculum. For example, in the 2014/15 school year, there are 459 and 408 public sector primary and secondary schools in the NET Scheme.

In the 2014/15 school year, the average provisions for a NET under the NET Schemes in primary and secondary schools are \$845,171 and \$987,376 respectively. A breakdown of the provisions is as follows:

Items	Provision (\$ million)	
	Primary Schools	Secondary Schools
Annual Salary including Mandatory Provident Fund	240.7	269.6
Contract Gratuity	27.6	26.5
Special Allowance	94.5	80.6
Medical Insurance, Passage & Baggage Allowance	6.2	4.1
Retention Incentive	15.6	17.1
Total	384.6	397.9

Please note that only NETs whose normal place of residence is established to be outside Hong Kong are entitled to special allowance and medical insurance, passages and baggage allowance. The retention incentive in cash, will be provided to eligible NETs with satisfactory performance serving in the third and fourth year (5% of basic salary) and the fifth year of continuous service onwards (10% of basic salary).

While there are separate provisions and designated accounts for handling the expenditure of the NET Scheme, the salaries for local English teachers are put under a single account for all local teachers. We do not keep separate provisions and expenditure information for local English teachers, and hence no comparison could be made between the cost of employing a local English teacher and a NET.

- End -

**CONTROLLING OFFICER'S REPLY****EDB166****(Question Serial No. 2405)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Administration says that the English Enhancement Scheme and Refined English Enhancement Scheme will finish latest by the end of the 2013/14 school year. What is the review result of the ultimate effectiveness of the two schemes by the Administration? Has the Administration thought of whether to maintain, enhance or reduce the implementation of the two schemes and what are the reasons?

Asked by: Hon MO Claudia (Member Question No. 14)

Reply:

The English Enhancement Scheme and Refined English Enhancement Scheme are time-limited projects implemented under the Language Fund in 2006 and 2010 respectively. Both schemes were designed to lapse by the end of the 2013/14 school year the latest. The two schemes aim to enhance teachers' professional capability within the period specified by the participating schools through holistic and strategic school-based planning having regard to their own circumstances, with a view to achieving sustainable development in English teaching at schools.

Monitoring and evaluation is done at three levels. Academics and language education experts were engaged to conduct professional dialogue with each participating school to draw up a performance contract between the school and the Government, setting out the outcome targets to be achieved with a specified timeframe. Driven by teaching considerations and in line with the School Development and Accountability Framework, participating schools are held accountable for the funding provided. They were required to include the relevant implementation plan in their school development plan, report the progress and evaluation in the annual school reports with submission of progress reports at regular intervals and final audited accounts upon completion of the schemes. In parallel, performance of individual participating schools was verified by supervisory visits conducted by the Education Bureau to the participating schools. In general, the overall impact of the two schemes on the participating schools is considered sustainable for the schools to continue to benefit upon the lapse of the schemes. We do not have any plans to extend the two schemes.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB167**

**(Question Serial No. 2406)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Council of what Chinese language courses under government subventions there are for non-school attending ethnic minorities in Hong Kong, the qualifications these courses lead to (for example levels in the Qualifications Framework, the GCSE (Chinese) or the GCE (Chinese)), the amount of subventions for each of these programme in 2014-15?

Asked by: Hon MO Claudia (Member Question No. 15)

Reply:

The Education Bureau focusses on supporting non-Chinese speaking (NCS) students. Nevertheless, we also provide NCS children / teenagers, notably ethnic minorities, who have newly arrived Hong Kong, with familiarisation programmes before their admission to schools. They may participate in the 6-month Initiation Programmes which provide real classroom experience with a view to helping them acquire basic Chinese and English to facilitate their admission to local schools. They may also join the 60-hour Induction programmes to learn more about the community and get an early exposure to the Chinese language. These programmes, funded by the Education Bureau, do not lead to any qualifications such as the GCSE (Chinese) or the GCE (Chinese). The expenditure for the Initiation Programmes is about \$5.79 million in the 2014/15 school year. For the Induction programmes, the expenditure for the 2014/15 school year is to be finalised.

- End -

**CONTROLLING OFFICER'S REPLY****EDB168****(Question Serial No. 2407)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding vocational training provided by the Vocational Training Council (VTC), will the Government inform this Committee of the following:

- (a) In the 2014/15 and 2015/16 academic years, the number of programmes and planned places dedicated to non-Chinese speaking (NCS) students at the VTC:

	2014/15		2015/16	
	Number of programmes	Number of places	Number of programmes	Number of places
Programmes at certificate and diploma level				
Applied Learning courses and Other Learning Experience courses				
Vocational Development Programmes				
Basic vocational Chinese short courses				
Other vocational education and training programmes				

- (b) In the 2012/13 and 2013/14 academic years, the number of applications and graduates of the programmes dedicated to NCS students at the VTC:

	2012/13		2013/14	
	Number of applications	Number of graduates/students completed training	Number of applications	Number of graduates/students completed training
Programmes at certificate and diploma level				
Applied Learning courses and Other Learning Experience courses				
Vocational Development Programmes				
Basic vocational Chinese short courses				
Other vocational education and training programmes				

- (c) The number of NCS students studying at Youth College (Yeo Chei Man) in the 2014/15 academic year, the planned places dedicated to NCS students at Youth College (Yeo Chei Man) in the 2015/16 academic year, the amount of government subvention earmarked for the operation of Youth College (Yeo Chei Man) in the 2015/16 academic year; and
- (d) The number of NCS students and the total number of students enrolled in different programmes under the VTC.

Asked by: Hon MO Claudia (Member Question No. 16)

Reply:

- (a) The number of programmes and planned places dedicated to non-Chinese speaking (NCS) students in the Vocational Training Council (VTC) in the 2014/15 and 2015/16 academic years are as follows:

	2014/15 Academic Year		2015/16 Academic Year (Provisional)	
	Number of programmes	Number of places	Number of programmes	Number of places
Programmes at certificate and diploma level	5	180	5	190
Applied Learning courses and Other Learning Experience (OLE) courses	3	180	3	180
Vocational Development Programmes	1	20	1	20
Basic vocational Chinese short courses	8	290	8	300
Other vocational education and training programmes	5	80	5	60

- (b) The number of applications and graduates / students who completed training of the programmes dedicated to NCS students in VTC in the 2012/13 and 2013/14 academic years is as follows:

	2012/13 Academic Year		2013/14 Academic Year	
	Number of applications	Number of graduates / students completed training	Number of applications	Number of graduates / students completed training
Programmes at certificate and diploma level	97	51	218	112
Applied Learning courses and OLE courses	244	196	275	173
Vocational Development Programmes	61	29	27	13
Basic vocational Chinese short courses	284	127	550	213
Other vocational education and training programmes	62	54	93	85

(c) and (d)

In the 2014/15 academic year, it is estimated that there will be 970 NCS students in VTC, mostly enrolled in vocational education programmes of which the provisional number of students for the year is 68 600 in total. Out of the 970 NCS students, 100 are studying in the Youth College (Yeo Chei Man) (including those enrolled in programmes dedicated and not dedicated to NCS students). Similar to other students, NCS students may enroll in programmes offered by other member institutions of VTC.

In the 2015/16 academic year, the Government has earmarked about \$25.9 million of subvention for the operation of Youth College (Yeo Chei Man), covering staff salaries, administrative costs and other operating expenses. About 80 places are planned for the programmes dedicated to NCS students at Youth College (Yeo Chei Man) in the 2015/16 academic year.

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**CONTROLLING OFFICER'S REPLY****EDB169****(Question Serial No. 2408)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding teacher training for teaching non-Chinese speaking students, the Education Bureau recently announced that the launching of the Professional Enhancement Grant Scheme under the Language Fund in the first quarter of 2014. The Bureau estimated that during the first three years of implementation, about 450 teachers would benefit from the Scheme. Also, more training courses and experience sharing opportunities on teaching Chinese as a second language would be provided for 2,000 teachers from about 500 schools admitting non-Chinese speaking (NCS) students. In this connection, would the Government inform this council:

- (a) Regarding the training need, the number of kindergarten, primary and secondary teachers currently teaching NCS students Chinese Language or other subjects in the year 2014/15 and the number of such teachers who have not completed post-secondary training in teaching Chinese as a second language:

Kindergarten	
Number of teachers teaching NCS students who have not completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students	
Primary school	
Number of teachers teaching NCS students Chinese Language who have not completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students Chinese Language	
Number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction and not having completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction	
Secondary school	
Number of teachers teaching NCS students Chinese Language who have not completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students Chinese Language	
Number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction and not having completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction	

- (b) The details of the “Professional Enhancement Grant Scheme”, including whether only certain post-secondary courses would be subsidized and, if yes, the list of such post-secondary courses, the amount of subsidies each participating teacher would get under the Scheme;
- (c) Whether the government would provide incentives for teachers to receive training in teaching non-Chinese speaking students and ethnic minority students, such as by mandating that teachers who have completed post-secondary training receive salary increment so that their specialty would be recognized;
- (d) Regarding the Bureau’s commissioning the CACLER University-School Support Programme of The University of Hong Kong to provide intensive on-site support to schools for collaborative lesson planning meetings, lesson observations and post conferencing meetings, the number of kindergartens, primary schools and secondary schools and teachers who have participated in the Support Programme in each of the years from 2009 to 2014:

	2009	2010	2011	2012	2013	2014
Number of kindergartens participating in the HKU Support Programme						
Number of kindergarten teachers participating in the HKU Support Programme						
Number of secondary schools participating in the HKU Support Programme						
Number of secondary school teachers participating in the HKU Support Programme						

- (e) Whether any tertiary institutions other than The University of Hong Kong provide training or support to schools and teachers about teaching non-Chinese speaking students and ethnic minority students and, if yes, whether these training or support programmes are under Government subventions and the amounts of such subventions?

Asked by: Hon MO Claudia (Member Question No. 17)

Reply:

- (a) Schools make different arrangements to cater for the needs of Non-Chinese Speaking (NCS) students having regard to their own circumstances. The number of teachers teaching NCS students to learn Chinese language may vary from school to school and even for the same school, from year to year. We do not possess such information.
- (b) As part of our ongoing endeavor to enrich the continuous professional development of teachers, the Education Bureau (EDB) launches a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) funded under the Language Fund, starting from the 2014/15 school year on a pilot basis. Under the Scheme, through the provision of a grant, serving Chinese Language teachers are encouraged to take courses that aim to enhance their pedagogical knowledge and skills in teaching Chinese to NCS students.

The recognised programmes of study under the Scheme focus on enhancing teachers' competency in teaching Chinese to NCS students and helping teachers to cope with the practical challenges of teaching NCS students. The programmes lead to an academic award in the form of a Postgraduate Certificate, Postgraduate Diploma and / or Master's Degree programme in part-time mode. In this regard, the latest list of recognised programmes (and which may be updated from time to time) is tabulated below:

<b>No.</b>	<b>Institution</b>	<b>Programme</b>
1	The University of Hong Kong	Master of Education in Teaching Chinese to Non-Chinese Speaking Students, or MEd (TNCS) (Part-time mode)
2	The Hong Kong Polytechnic University	Master of Arts in Teaching Chinese as a Foreign Language (With a Specialism in Teaching Chinese as a Second Language in Hong Kong Schools) [MATCFL(HKS)] (Part-time mode)
3	The Hong Kong Polytechnic University	Postgraduate Diploma in Teaching Chinese as a Foreign Language (With a Specialism in Teaching Chinese as a Second Language in Hong Kong Schools) [PgDTCFL(HKS)] (Part-time mode)
4	The Hong Kong Polytechnic University	Master of Arts in Chinese Language and Literature (With a Specialism in Chinese Language Teaching for Teachers of Non-Chinese Speaking Students) [MACLL(TNCS)] (Part-time mode)

The provision of grant comprises two tiers, including a basic subsidy and an extra subsidy. A basic level of subsidy will be offered at 30% of the tuition fee of a programme of study recognised under the Scheme, subject to maximum of \$30,000 per teacher, upon successful completion of programme of study. There is no undertaking requirement. In order to encourage more Chinese Language teachers currently teaching Chinese to NCS students to apply for the grant and continue to teach in schools offering local school curriculum upon successful completion of programme of study, an extra 30% of the tuition fee, subject to an additional maximum of \$30,000 per teacher, will be offered to those teachers who continue to teach NCS students Chinese in schools offering local school curriculum for a total of three years within five years upon successful completion of programme of study.

- (c) The Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) under the Language Fund serves to provide financial incentive with a view to encouraging serving Chinese Language teachers to receive training in teaching Chinese to NCS students. Upon completion of its pilot run for three years, a review will be conducted.

- (d) Regarding the CACLER University-School Support Programme of The University of Hong Kong which provides intensive on-site support to schools for collaborative lesson planning meetings, lesson observations and post conferencing meetings, the number of kindergartens, primary schools and secondary schools and teachers who have participated in each of the years from 2009/10 to 2014/15 are as follows:

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Number of kindergartens participating in the HKU Support Programmes	---	---	---	28	28	61
Number of kindergarten teachers participating in the HKU Support Programmes	---	---	---	Note	Note	Note
Number of primary schools participating in the HKU Support Programmes	---	---	---	---	---	12
Number of primary schools teachers participating in the HKU Support Programmes	---	---	---	---	---	Note
Number of secondary schools participating in the HKU Support Programmes	25	25	25	26	19	18
Number of secondary schools teachers participating in the HKU Support Programmes	Note	Note	Note	Note	Note	Note

Note: The University-School Support Programmes (USP) related to NCS students aims at providing support for schools admitting NCS students. Teachers of the participating schools are invited to join various support activities, such as collaborative meetings, lesson observations, and professional development programmes (including workshops and sharing sessions). A breakdown of the number of teachers participated in the Support Programmes is not available. No USPs related to NCS students were offered to kindergartens and primary schools before the 2012/13 school year and 2014/15 school year respectively.

- (e) We welcome collaboration with different parties with a view to providing training or support to schools and teachers to enhance teachers' professional capacity on teaching NCS students. From the 2009/10 school year to the 2013/14 school year, a total of nine professional upgrading courses relating to teaching of NCS students, which were funded by the University Grants Committee (UGC), were offered by the Hong Kong Institute of Education. Funding to UGC-funded institutions is provided in the form of a block grant and it is not possible to provide the amount involved for individual programmes.

In the 2014/15 school year, EDB has commissioned the PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University to conduct a USP on Provision of School-based Support in the Learning of Chinese Language for NCS students at Primary Level. The total amount of funding for this three-year programme is \$5.18 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB170****(Question Serial No. 2409)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide the names of the schools which have received additional recurrent funding for the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), the amount of additional recurrent funding for each school and the number of Non-Chinese speaking (NCS) students in each school. Regarding the setting up of a dedicated team for the implementation and monitoring of the use of the additional funding by schools, what are the initial findings of the dedicated team? Will the Administration set up another dedicated team to evaluate the overall effectiveness of the "Chinese Language Curriculum Second Language Learning Framework"? Will the Administration improve Chinese as a second language curriculum and the examination mechanism to make them become comprehensive, systematic and widely recognised?

Asked by: Hon MO Claudia (Member Question No. 18)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools are provided with the enhanced funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools.

A dedicated team comprising EDB officers has been set up in EDB to ensure schools' proper use of the afore-mentioned enhanced funding to implement the "Learning Framework" and the creation of an inclusive learning environment in schools. Specifically, the team will examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. Schools' use of the funding, which is purpose-specific for supporting NCS students' learning of the Chinese language, is also monitored by supervisory visits. Besides, feedback will be collected from major stakeholders of each school concerned (including principals, co-ordinators of support measures for NCS students in each school, Chinese Language teachers teaching NCS students, NCS parents, NCS students and non-governmental organisations where appropriate) through questionnaires, interviews, etc.. The school plans submitted show that the schools will make reference to the learning progress of their NCS students at different learning stages based on the "Learning Framework" and adjust the learning targets and teaching strategies, including different intensive learning and teaching modes like pull-out learning, split-class/group learning, after-school

consolidation, etc. as appropriate. The major intensive learning and teaching modes adopted by schools are tabulated below:

<b>Intensive learning and teaching modes</b>	<b>Number of primary schools adopting such mode</b>	<b>Number of secondary schools adopting such mode</b>
Pull-out learning	61	41
Split-class/group learning	24	29
After-school consolidation	91	63
Increasing Chinese Language lesson time	25	13
Learning Chinese across the curriculum	11	8
Co-teaching with 2 or more teachers/teaching assistants to provide in-class support	31	5

EDB has consulted teachers and language experts when formulating the “Learning Framework” and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the “Learning Framework” on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the “Learning Framework” would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB171****(Question Serial No. 2410)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Education Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau allocates funding to schools admitting non-Chinese speaking students to implement the "Chinese Language Curriculum Second Language Learning Framework". Schools can adopt different modes like pull-out teaching, split-class/ group learning, after-school consolidation, increasing Chinese Language lesson time, cross-curricular learning, allocating more teachers or teaching assistants to a class, etc.

In this connection, will the Government inform this Council of how different schools use the funding by tabulating the amount of funding used by schools on various types of support programmes for non-Chinese speaking students and the respective numbers of schools using the funding in each of these ways in 2014/15.

<b>Mode</b>	<b>Number of primary schools adopting such a mode</b>	<b>Number of secondary schools adopting such a mode</b>	<b>Total amount of funding spent by all schools on such a mode</b>
Pull-out teaching			
Split-class/ group learning			
After-school consolidation			
Increasing Chinese Language lesson time			
Cross-curricular learning			
Allocating more teachers or teaching assistants to a class			
Others (please specify)			

Asked by: Hon MO Claudia (Member Question No. 19)Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools are provided with the enhanced funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students. The school plans submitted show that these schools will make reference to the learning



progress of their NCS students at different learning stages based on the “Learning Framework” and adjust the learning targets and teaching strategies, including different intensive learning and teaching modes like pull-out learning, split-class/group learning, after-school consolidation, etc. as appropriate. The major intensive learning and teaching modes adopted by schools are tabulated below:

<b>Intensive learning and teaching modes</b>	<b>Number of primary schools adopting such mode</b>	<b>Number of secondary schools adopting such mode</b>
Pull-out learning	61	41
Split-class/group learning	24	29
After-school consolidation	91	63
Increasing Chinese Language lesson time	25	13
Learning Chinese across the curriculum	11	8
Co-teaching with 2 or more teachers/teaching assistants to provide in-class support	31	5

Schools generally adopt a holistic approach in resource planning and deployment of staff for implementation of different intensive learning and teaching modes which may be adjusted having regard to the changing needs and circumstances of their NCS students in learning the Chinese language. A breakdown of expenditure by each mode is therefore not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB172****(Question Serial No. 2412)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the scheme to assist local secondary and primary schools in using Putonghua to teach the Chinese Language subject, please provide the respective information of the secondary and primary schools assisted by the scheme, the fund allocations to each of these schools and the projects funded in the past 3 years. What is the effectiveness of the scheme as assessed by the Bureau? If there is no assessment, what are the reasons? Did the Bureau consider in future mandating using Putonghua to teach the Chinese Language subject and what are the reasons?

Asked by: Hon MO Claudia (Member Question No. 21)

Reply:

The Government is committed to promoting trilingualism, i.e. nurturing students' ability to communicate effectively in English, Cantonese and Putonghua. The Chinese Language Education Key Learning Area provides a primary Chinese Language curriculum and a secondary Chinese Language curriculum under one central curriculum framework. The central curriculum framework gives schools and teachers the flexibility to plan and develop a range of diverse strategies to meet their students' varied needs. In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances.

In the 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which wished to try out using Putonghua to teach the Chinese Language subject. The Support Scheme was carried out in four phases, providing support to 40 schools, both primary and secondary, in each phase. Applications from schools were invited once every year from the 2008/09 to 2011/12 school years. Each school received support for three consecutive school years. Details are tabulated below:

School Year	Phase 1	Phase 2	Phase 3	Phase 4
2008/09	40 schools (10 secondary & 30 primary)			
2009/10	ditto	40 schools (6 secondary & 34 primary)		

School Year	Phase 1	Phase 2	Phase 3	Phase 4
2010/11	ditto	ditto	40 schools (6 secondary & 34 primary)	
2011/12		ditto	ditto	40 schools (6 secondary & 34 primary)
2012/13			ditto	ditto
2013/14				ditto

The support measures given to schools included: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using Putonghua to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers' exposure to different teaching practices. In addition, a supply teacher grant was also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. A total of \$45.2 million from the Language Fund was expended to finance the above support measures from the 2012/13 to 2014/15 school years. Details are tabulated below:

School Year	Expenditure (\$ million)
2012/13	30.1
2013/14	14.5
2014/15 *	0.6

As the Support Scheme was a pilot scheme and was completed in August 2014, no further expenditure is expected in 2015-16.

\* The expenditure incurred in the 2014/15 school year was to cover the manpower resources required to undertake administration work relating to the Support Scheme after its completion.

Details of the supply teacher grant for each participating school in 2012/13 and 2013/14 school years are as follows:

School Year	Grant to each Primary School <sup>Note</sup> (\$)	Grant to each Secondary School <sup>Note</sup> (\$)
2012/13	358,200	449,460
2013/14 **	371,640	466,500

\*\* Supply grant teacher grant was provided to participating schools up to August 2014, i.e., end of 2013/14 school year.

Note: The grant quoted was the maximum amount received by each school. Actual amount of grant received by schools depended on the qualifications of the supply teachers employed.

Questionnaire surveys were conducted in each participating school every school year to evaluate the effectiveness of the support measures under the Support Scheme. Reports showed that most of the participating schools were satisfied with the support measures provided. The Support Scheme was completed in August 2014 and is currently under review. However, the Education Bureau continues to give schools professional support on teaching the Chinese Language subject irrespective of whether the schools' medium of instruction is Putonghua or Cantonese.

- End -

**CONTROLLING OFFICER'S REPLY****EDB173****(Question Serial No. 1439)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Fourth Strategy on Information Technology in Education, will the Administration inform this Committee of the following:

- (1) What is the latest work progress of the scheme implemented last year for topping up infrastructure and setting up Wi-Fi environment? What is the current Wi-Fi coverage among primary and secondary schools in Hong Kong? What are the lowest, average and highest connection speeds of broadband network and Wi-Fi? What are the details of the expenditure spent so far?
- (2) What are the details, timetable, required manpower, estimated expenditure and other required resources regarding the implementation of the scheme for this year?
- (3) Apart from topping up infrastructure and setting up Wi-Fi environment, are there any other measures under the scheme that aim at promoting e-learning? If yes, what are the details, timetable, required manpower, expenditure and other required resources regarding such measures? If no, what are the reasons?

Asked by: Hon MOK Charles Peter (Member Question No. 18)

Reply:

1, 2 and 3

All WiFi infrastructure enhancement works in the 100 schools under the "Support Scheme for e-Learning in Schools" have been completed by mid-January 2015 as scheduled.

We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning, including the enhancement of WiFi infrastructure. The total amount of CITG for 2014-15 was \$341 million. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for information technology in education and are not required to report to us on how they have used the grant. We therefore do not have the expenditure and other details such as the data transmission speed pertaining to Internet equipment in schools.

Apart from the "Support Scheme for e-Learning in Schools", we have proposed earmarking a total provision of \$105 million for implementation of the "Fourth Strategy on Information Technology in Education" (ITE4). The estimated expenditure for 2015-16 is \$51 million, including \$40 million as one-off grant for about 400 schools (which are prepared to use e-textbooks or other e-learning resources in the 2015/16 school year) to acquire mobile computing devices; \$10 million for Hong Kong Education City Limited to acquire e-learning

resources; and \$1 million for other support measures, such as engagement of contract staff for project management.

Other estimated expenditure including that on manpower for the implementation of ITE4 will be absorbed within the resources of the Education Bureau.

- End -

**CONTROLLING OFFICER'S REPLY****EDB174****(Question Serial No. 1462)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (1) What is the total expenditure on Composite IT Grant allocated to all public sector schools in 2014-15? Has the Administration collected information on upgrading and replacing school's IT facilities and set specific targets on the minimum requirement for school's IT facilities (such as network infrastructure, hardware and software)? If yes, please list in detail.
- (2) In 2015-16, how much resources have been embarked by the Education Bureau for updating and strengthening the contents and learning activities of science, technology and mathematics curriculum, and enhancing the training of the relevant teachers? What are the contents, timetables, manpower required and other resources involved in the measures?

Asked by: Hon MOK Charles Peter (Member Question No. 42)

Reply:

- (1) The total amount of Composite Information Technology Grant for public sector schools in 2014-15 was \$341 million. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs on IT in education. The Administration has not set specific targets on the minimum requirement for school's IT facilities nor collected information on their upgrading and replacing of IT facilities.
- (2) To enhance the international competitiveness of Hong Kong, we will strengthen Science, Technology and Mathematics Education with a view to nurturing multiple talents related to science and technology. In curriculum development, we are going to renew and strengthen the curricula in the Key Learning Areas (KLAs) of Science, Technology and Mathematics Education and the primary General Studies curriculum, as well as to use appropriate pedagogical approaches to strengthen the students' cross-disciplinary knowledge integration and application skills, as well as to nurture their creativity, collaboration and problem-solving skills. The Education Bureau (EDB) will use existing resources to support the above implementation strategies.

EDB is planning to organise a cross-disciplinary symposium cum seminar on various themes for teachers of Science, Technology and Mathematics Education KLAs and those of primary General Studies. The event will enable teachers to have a better understanding of how to promote Science, Technology and Mathematics Education holistically and effectively at school level, and to strengthen the integrative learning and application skills of students. We will also continue to arrange professional development programmes for teachers in the forthcoming years so as to enhance their professional capacity and to build up learning communities within and across schools to benefit student

learning. The expenditure on and manpower for curriculum development and professional development programmes are absorbed by the recurrent expenditures of EDB.

Regarding learning activities, EDB will organise an integrative learning education fair to promote a culture of cross-disciplinary learning of Science, Technology and Mathematics in primary and secondary schools. The event aims to showcase and celebrate a wide range of student learning achievements in science, technology and mathematics with respect to integrative learning and application skills.

The symposium cum seminar and the integrative learning education fair has been scheduled for July 2015 and January 2016 respectively, and a total of \$2.19 million has been allocated for organising these two events.

In addition, we will continue to strengthen the collaboration with tertiary institutions, professional bodies and other relevant organisations, so as to provide more opportunities for students to enhance their interest in learning Science, Technology and Mathematics, and to strengthen their integrative learning and application skills.

EDB will regularly review and continuously refine the implementation strategies

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB175**

**(Question Serial No. 1463)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

With regard to the promotion of e-learning by the Education Bureau as mentioned in the Budget, will the Administration please advise us of the following:

- (1) What are the respective numbers of organisations which applied to join, withdrew from and failed to be chosen to join Phase 1 of the E-textbook Market Development Scheme (EMADS)?
- (2) What work has been completed under Phase 2 of the EMADS and its schedules, manpower establishment and expenditure?
- (3) What are the respective numbers of organisations which applied to join, withdrew from and failed to be chosen to join Phase 2 of the EMADS? Will these organisations be told the reasons of not being chosen for their reference and improvement? If yes, what are the manpower and expenditure? If no, what are the reasons?

Asked by: Hon MOK Charles Peter (Member Question No. 43)

Reply:

(1)

The e-Textbook Market Development Scheme (EMADS) was launched in June 2012. The Education Bureau (EDB) received 86 applications for the development of e-textbooks upon the closing date in September 2012. 30 applications were approved in November 2012. Out of the 30 approved applications, 20 had signed the project agreement with the Government while ten had not entered into agreement out of business consideration.

(2) and (3)

In August 2013, EDB launched Phase Two of EMADS and received 57 applications upon the closing date in November 2013. 20 applications were approved in December 2013. Out of the 20 approved applications, 16 had signed the project agreement with the Government while four had not entered into agreement out of business consideration. Reasons for failure of applications would be provided to unsuccessful applicants upon request.



Developers of Phase Two of EMADS were allowed to opt for the launch of the e-textbooks in the market in either 2015/16 (Plan A) or 2016/17 (Plan B) school year. The quality vetting on the final e-textbook deliverables submitted by Plan A developers is now underway. Having undergone the quality assurance mechanism, these e-textbooks are expected to be available for school use in the 2015/16 school year. The try-out of e-textbooks under Plan B at partner schools is in progress. Having undergone the same quality assurance mechanism, e-textbooks developed under Plan B are expected to be available for school use in the 2016/17 school year. Among the \$20.6 million seeding grant approved for ten applications from four non-profit making organisations under Phase Two, \$8 million has been disbursed, while the remaining seeding grant of around \$12.6 million will be disbursed in the next three years. Other manpower and administrative costs for implementation of EMADS have been absorbed within the existing resources of the Bureau.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB176**

**(Question Serial No. 0559 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

The number of full-time vocational education student place has decreased from 48 334 in 2013/14 to 44 400 in 2014/15. What are the reasons for the decrease? The estimated number of place in 2015/16 is 45 500, which is still lower than that in 2013/14. What are the reasons?

Asked by: Hon POON Siu-ping (Member Question No. 3114)

Reply:

The estimated full-time vocational education student places for the 2014/15 and 2015/16 academic years are 44 400 and 45 500 respectively, which are lower than the actual enrollment of 48 334 in the 2013/14 academic year due to the decline of student population of the relevant age cohort and the gradual phasing out of higher diploma programmes catering for Secondary 5 graduates under the old academic structure.

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**CONTROLLING OFFICER'S REPLY****EDB177****(Question Serial No. 2706)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The main duties and responsibilities of the Office of the Government Chief Information Officer (OGCIO) include nurturing information technology (IT) talents. In order to find out the effectiveness of the relevant measures and whether resources have been used appropriately, please provide the following information in tabular form:

At present, which subjects are IT-related in the curricular of the junior and senior secondary levels and how many students are enrolling in the respective subjects?

At present, which disciplines are IT-related in the degree programmes offered by the universities and how many students are enrolling in and graduated from the respective disciplines? and

How many financial resources and manpower were involved in promoting IT education in universities and secondary schools last year?

Asked by: Hon QUAT Elizabeth (Member Question No. 6)

- (a) The subjects related to information technology (IT) and student enrolment at the junior and senior secondary levels as in the 2013/14 school year are set out as follows:

<b>Level</b>	<b>Junior Secondary</b>	<b>Senior Secondary</b>
Subject(s) / Key Learning Area	Computer Literacy / enriched Technology Education Key Learning Area curriculum	Information and Communication Technology
Number of Students as in 2013/14 School Year	About 176 000	23 441

It is noteworthy that, at the junior secondary level, all secondary schools have been recommended to implement the enriched Technology Education Key Learning Area curriculum from Secondary 1 starting from the 2014/15 school year. The core and extension learning elements under the "Information and Communication Technology" knowledge context will replace the Computer Literacy syllabus.

- (b) Student enrolment and number of graduates in full-time University Grants Committee (UGC)-funded and locally-accredited self-financing undergraduate programmes related to IT in the 2013/14 academic year is set out at Annex.
- (c) With a view to better harnessing IT as a tool to enhance learning and teaching effectiveness, we

promote e-learning in the school sector. In the 2014-15 financial year, Composite Information Technology Grant (CITG), amounting to \$341 million, was allocated to public sector schools to meet the diversified needs of schools on e-learning. Besides, professional development programmes, learning and teaching resources, and student activities have been developed and organised to support information technology education in various areas/curricula in schools. Related manpower, administrative costs, and expenditure have been absorbed within the existing resources of the Education Bureau and we are unable to provide separate breakdown.

As regards the UGC-funded sector, it should be reckoned that the bulk of recurrent grants to the institutions are in the form of a block grant, and hence the UGC is unable to attribute the actual subvention/expenditure on specific academic programmes and activities, e.g. promotion of IT education. According to the information provided by the institutions, the average student unit cost per annum of a UGC-funded undergraduate place for the 2013/14 academic year was \$209,000, the bulk of which is subsidised by Government subvention, with the remainder funded by income from tuition fee (i.e. \$42,100 per year).

Similarly, regarding the self-financing post-secondary education sector, we do not have ready information about the financial resources and manpower involved in the promotion of IT education and operation of IT-related programmes.

**Student Enrolment and Number of Graduates of Full-time University Grants Committee-funded Undergraduate Programmes Related to Information Technology, 2013/14**

(Headcount)		
Academic Year	Student Enrolment	No. of Graduates
2013/14	3 159	798

Notes:

1. Programmes related to information technology are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded institutions.
2. Since some UGC-funded programmes are mapped to more than one APC, the figures of student enrolment and graduates of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number.
3. N.A. denotes not available.

**Student Enrolment and Number of Graduates of Full-time Locally-accredited Self-financing Programmes in “Computer Science and Information Technology”, 2013/14**

(Headcount)		
Academic Year	Student Enrolment	No. of Graduates
2013/14	670	307

- End -

**CONTROLLING OFFICER'S REPLY****EDB178****(Question Serial No. 0107)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau stated that the number of non-directorate posts will be increased by 41 to 5 551 posts as at 31 March 2016. Please inform this Council of the nature of work, ranks and salaries of these new posts.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 38)

Reply:

The increase of 41 non-directorate posts in 2015-16 is the net result of the planned creation of 146 posts and planned deletion of 105 posts.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress I	1	77,905
Senior Primary School Master/Mistress	1	62,280
Primary School Master/Mistress	16	56,820
Assistant Primary School Master/Mistress	68	37,620
Assistant Master/Mistress	5	45,150
Certificated Master/Mistress	4	31,120
Senior Education Officer (Administration)	2	101,880
Education Officer (Administration)	4	74,690
Assistant Education Officer (Administration)	10	47,280
Senior Inspector	1	84,770
Inspector (Graduate)	2	68,250
Assistant Inspector (Graduate)	2	49,515

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Specialist (Education Services) I	3	74,690
Maintenance Surveyor	1	71,385
Quantity Surveyor	1	71,385
Clerk of Works	1	49,515
Assistant Clerk of Works	1	31,120
Executive Officer I	1	54,265
Executive Officer II	7	35,930
Analyst/Programmer II	1	35,930
Assistant Clerical Officer	11	19,410
Clerical Assistant	3	15,145
<b>Sub-total (A):</b>	<b>146</b>	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress II	-1	68,250
Assistant Master/Mistress	-11	45,150
Certificated Master/Mistress	-58	31,120
Education Officer	-15	68,250
Assistant Education Officer	-13	43,135
Senior Education Officer (Administration)	-2	101,880
Education Officer (Administration)	-2	74,690
Senior Inspector	-1	84,770
Assistant Inspector (Graduate)	-1	49,515
Assistant Clerical Officer	-1	19,410
<b>Sub-total (B):</b>	<b>-105</b>	
<b>Net Total [(A)+(B)]:</b>	<b>41</b>	

The 41 net additional posts are mainly for enhancing the provision of services in various areas. Resources have been earmarked to create civil service posts to strengthen support on various fronts including providing support for repair works of schools; facilitating transportation arrangements for cross-boundary students; enhancing services provided to students with special educational needs and non-Chinese speaking students; implementing after-school learning and support activities; strengthening vocational education; as well as for replacing long-term non-civil service contract positions and for adjusting teaching staff requirements in government schools.

- End -



**CONTROLLING OFFICER'S REPLY****EDB179****(Question Serial No. 0117)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has put in place the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) in primary and secondary schools in the 2014/15 school year with a view to facilitating non-Chinese speaking (NCS) students to bridge over to mainstream Chinese Language classes. In the connection, please advise the following information:

- (a) the spending on the Learning Framework on supporting NCS students in the 2014/15 schools years; the areas of work that the resources shall be used for in the 2014/15 and 2015/16 school years as well as the amounts;
- (b) the numbers of teaching staffs had participated the professional development programmes since June 2014; the ratio between the number of participated staffs and the number of NCS students in primary and secondary schools; whether it had evaluated the effectiveness of the development programmes;
- (c) whether it had schedule for reviewing the Learning Framework; whether the Learning Framework paves the way to the introduction of the “Chinese as a Second Language Curriculum”; whether it will introduce the “Chinese as a Second Language Curriculum” for NCS students with having, amongst others, learning benchmark and recognized assessment system if the Learning Framework is considered useful for NCS students; if yes, please provide the details and timetable; if not, the reasons for that;
- (d) the respective numbers of NCS students who were admitted to University Grants Committee-funded undergraduate programmes and self-financed undergraduate programmes in last 5 years.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 49)

Reply:

- (a) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”), the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures for the 2014/15 and 2015/16 school years are tabulated at [Annex](#).
- (b) Training programmes for Chinese Language teachers teaching NCS students are subsumed under the overall professional development programme of EDB. A total of 35 seminars and workshops have

been arranged since June 2014 to enable every primary and secondary school admitting NCS students to have the professional development opportunities for their teachers to understand the “Learning Framework” as well as to use the assessment tools and planning tools effectively.

From the results of the post-course evaluation surveys, over 98% of the participating teachers were satisfied with the professional development programmes and agreed that the knowledge obtained could be applied to their work. Taking teachers’ feedback into consideration, EDB will, from the 2014/15 school year onwards, regularly organise sustained, diversified and progressively advanced professional development programmes to ensure that all relevant teachers will benefit from the training opportunities.

- (c) EDB has consulted teachers and language experts when formulating the “Learning Framework” and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the “Learning Framework” on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. Besides, based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

Developed from the perspective of second language learners, the “Learning Framework” provides teachers with a systematic set of learning targets, learning objectives and expected learning outcomes arranged in “small” steps at different learning stages in accordance with the curriculum. It also serves as a set of benchmarks for student attainment as well as a reference for the evaluation of learning effectiveness. Schools are provided with assessment tools that help them assess the attainment of NCS students as their on-going internal assessment with reference to the expected outcomes of different levels. Schools could make evidence-based recommendations as to whether individual NCS students could bridge over to the mainstream Chinese Language classes and help them make informed choices of taking mainstream Chinese Language examination in the Hong Kong Diploma of Secondary Education, or the Applied Learning Chinese (for NCS students) subject and/or attaining other internationally recognised Chinese Language qualifications. Hence, the “Learning Framework” applicable in the learning and teaching of Chinese for NCS students at school is a “learning Chinese as a second language” curriculum. EDB will continue to develop research-based assessment materials with reference to the “Learning Framework” and to facilitate assessment for learning in schools and provide support measures for NCS students’ learning Chinese as a second language.

- (d) Admissions to undergraduate programmes, including those offered by University Grants Committee (UGC)-funded institutions and self-financing institutions, are offered to eligible applicants, irrespective of their race and language spoken at home. According to their records, the total number of local NCS students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) admitted to the UGC-funded full-time undergraduate programmes was 141, 145, 249, 227 and 226 in the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years respectively. However, statistics with breakdown by local and non-local NCS students are not available for the self-financing sector.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7  Note	210.0  Note
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0  Note	3.0  Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students)	2.0	5.2

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
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Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of the EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB180****(Question Serial No. 3092)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau introduced the Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C)) and it has been put in place to help NCS students to build a foundation for using Chinese in a workplace setting. In this connection, will the Administration inform this Committee:

- (a) the spending on ApL(C) in the 2014/15 schools year; the numbers and percentages of NCS students who have applied ApL(C) since its introduction; whether it knows the reasons of the NCS students not applying ApL(C); if yes, please provide details;
- (b) given that the existing courses of ApL(C) are only specialized in service sector, whether it will offer more courses in various sectors for NCS students to choose in coming years; if yes, please provide details and the timetable; and
- (c) the schedule for reviewing ApL(C); whether it had indicators to measure the effectiveness of ApL(C); if yes, please provide details; if no, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 50)

Reply:

- (a) The Government provides a new Student Grant for Applied Learning Chinese (for non-Chinese speaking students), starting from the 2014/15 school year, to fully subsidise schools for offering ApL(C) to their students. The estimate of Student Grant for ApL(C) in the 2014/15 school year is \$2 million. As application from schools for ApL(C) is still in progress, the number of NCS students applying for ApL(C) and the amount of subsidy are not yet finalised. As at February 2015, about 150 students have enrolled in ApL(C). ApL(C) is newly introduced in the 2014/15 school year, the reasons of NCS students not applying for ApL(C) are yet to be analysed.
- (b) ApL(C) is designed from the perspective of second language learners and provides a simulated applied learning context for students to learn Chinese. Based on the market needs, employers' feedback and the transferability of competencies, the "Services" area is used as the learning context at the first phase. The first cohort of ApL(C) has just started. The areas to be provided as the learning context for students to develop transferable competencies will be reviewed, taking into consideration aspects such as student learning needs and employers' feedback.
- (c) Similar to other Applied Learning courses, review and evaluation will be conducted upon course completion (i.e. 2017 for the first cohort of ApL(C), covering aspects such as students' participation, learning, performance and articulation pathways). Moreover, throughout the course, continuous updating and refinement will be made according to students' learning needs.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB181**

**(Question Serial No. 2448)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

The expenditure for Policy and Support in 2015-16 is \$1,376.2 million higher than the revised expenditure for 2014-15, representing an increase of 69.4%. What is the specific reason for this upsurge in expenditure?

Asked by: Hon TAM Yiu-chung (Member Question No. 21)

Reply:

The provision for 2015-16 under Programme 7 Policy and Support is \$1,376.2 million or 69.4% higher than the revised estimate of 2014-15. This is mainly due to the planned injection of \$1 billion into the Qualifications Framework Fund and implementation of the Fourth Strategy on Information Technology in Education, and higher cash flow requirement for other non-recurrent items including the Study Subsidy Scheme for Designated Professions/Sectors and the Scholarship Scheme for Studying Outside Hong Kong in 2015-16.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB182**

**(Question Serial No. 2468)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Administration list out the respective expenditure on the various support measures for non-Chinese speaking (NCS) students to facilitate their learning of the Chinese language in 2012-13, 2013-14 and 2014-15. What are the specific support measures for NCS students to facilitate their learning of the Chinese language in 2015-16 and the estimated expenditure involved?

Asked by: Hon TAM Yiu-chung (Member Question No. 17)

Reply:

The support measures for non-Chinese speaking (NCS) students in the 2012/13, 2013/14, 2014/15 and 2015/16 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2012/13, 2013/14, 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Actual expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>	<b>Estimated expenditure in the 2015/16 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration.</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	17.5  Note 1	61.3  Note 1	197.7  Note 1	210.0  Note 1
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students.</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year.</p>	<p>An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note 1</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note 1</p>	3.0  Note 1	3.0  Note 1



Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for the NCS students' learning of Chinese	2.7	2.6	3.7	3.7
A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.  Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.	13.0	21.0	-	-
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.0	2.5	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	2.0	5.2

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.76	1.33	1.87	2.62
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	0.88	2.51	2.51	Note 2
Support for kindergartens admitting NCS students -				
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	3.3	3.0	3.0	0.7 Note 1
(b) School-based professional support services	-	Note 1	Note 1	Note 1

Notes:

- These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.
- Subject to further deliberation by the Standing Committee on Language Education and Research, the programmes may be fine-tuned by, among others, extension to NCS students aged 9-12 so as to encourage primary schools admitting more NCS students to create an immersed Chinese environment for their students and providing these students with learning experience outside schools by joining the activities. The estimated expenditure is still being worked out.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB183**

**(Question Serial No. 2469)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What are the expenditures of the Bureau on taking forward the implementation of 15-year free education in 2015-16? When exactly will the Committee on Free Kindergarten Education submit its report to the Bureau?

Asked by: Hon TAM Yiu-chung (Member Question No. 18)

Reply:

The Committee on Free Kindergarten Education (the Committee) will submit its report to recommend practicable ways to implement free kindergarten (KG) education to the Education Bureau (EDB) in mid-2015. Upon receipt of the report, EDB will examine the recommendations of the Committee, formulate the policy and specific measures as well as estimate the resources and arrangements required for implementation. In tackling the subject, EDB will endeavour to strike a reasonable balance among factors such as the Government's financial commitment, parents' choice and financial capacity as well as the sustainable and quality development of the KG sector. We are not yet in a position to assess the financial implications of taking forward where appropriate the recommendations of the Committee on practicable ways to implement free KG education since we have yet to receive the Committee's report.

- End -

**CONTROLLING OFFICER'S REPLY****EDB184****(Question Serial No. 2470)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Will the Administration provide the breakdown of the number of government and aided Primary 1 (P1) school places in the Primary One Admission (POA) school nets in the territory and the number of students of the relevant cohort for P1 school places in the POA school nets in the territory in the 2015/16 school year? In which school nets where there are more students of the relevant cohort for P1 school places than P1 school places provided by government and aided schools?

Asked by: Hon TAM Yiu-chung (Member Question No. 19)

Reply:

The Primary One Admission (POA) System is divided into two stages, namely the Discretionary Places Admission stage and the Central Allocation stage. At the Discretionary Places Admission stage, parents may apply to any public sector primary schools. Each public sector primary school is required to assign 50% of its Primary One (P1) places based on the number of provisional P1 classes, which is derived from the number of outgoing Primary Six classes or the number of classrooms divided by six (whichever is the greater and subject to the availability of classrooms), as Discretionary Places Quota. Likewise, the Provisional Number of Places for Central Allocation is primarily based on the provisional number of P1 classes and may include the remaining discretionary places quota (if any) and additional places arising from use of other classrooms (if any) under individual schools' school-based development, etc. School places are allocated based primarily on parents' prioritised choices.

Under the POA System, the whole territory is divided into 36 school nets in which public sector primary schools are located. To cope with the year-on-year changes in the demand and supply of school places at the Central Allocation stage, it is the established practice to borrow school places from neighbouring school nets/districts to meet the shortfall of a school net. The places so borrowed are counted towards the Provisional Number of Places for Central Allocation of the school net concerned.

Every eligible applicant will be allocated a public sector P1 place under the POA System. Due to various factors (including the number of newly arrived children from the Mainland, parental choices, etc.), there are uncertainties about the actual demand for P1 places and the situation in different districts or school nets in each allocation cycle may vary. The eventual number of places for Central Allocation is subject to adjustment based on the actual demand for school places from January (school choice making) to May (computer-processing for Central Allocation) every year. It is therefore not the practice of the Education Bureau to provide the breakdown of the number of P1 places and number of applicants in the POA by school nets during the POA cycle.

To meet the projected transient increasing demand for P1 places in the run up to the peak in 2018 due to

babies born to Mainland women in Hong Kong whose spouses are not Hong Kong permanent residents (including cross-boundary students), it is estimated, with reference to the latest available information, that the number of students allocated to each P1 class in schools implementing small class teaching in school net 73 (Yuen Long West), school net 74 (Yuen Long East) and school net 84 (Tai Po) would need to be increased to 30 in POA 2015 for admission in the 2015/16 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB185****(Question Serial No. 2471)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

What were the specific measures and related expenditures of the Bureau on the promotion of national education in 2012/13, 2013/14 and 2014/15 school years? What are the specific action plans and estimated expenditures on the promotion of national education in the 2015/16 school year?

Asked by: Hon TAM Yiu-chung (Member Question No. 20)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. With staffing and expenditure for most of these items are absorbed by the recurrent expenditure of the Education Bureau (EDB), expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past three school years (from 2012/13 to 2014/15) and the 2015/16 school year is as follows:

School Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2012/13	33.0	1.0
2013/14 <sup>#</sup>	37.2	1.3
2014/15 <sup>*</sup>	56.9	1.3
2015/16 <sup>++</sup>	88.9	1.2

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditures of the Education Bureau

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

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

In 2015/16, with an aim of subsidising students to join at least one Mainland exchange programme each in their primary and secondary education, EDB will increase exchange places through expanding existing MEPs, organising new thematic MEPs in alignment with the school curriculum and encouraging schools to organise MEPs on their own with EDB subsidies.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB186**

**(Question Serial No. 0958)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Has the Education Bureau any plan to conduct comprehensive surveys and statistics in the 2015/16 school year to gauge the demand of families with working parents for whole-day and long whole-day kindergarten school places, and to examine the factors that affect their choice of learning modes (half-day, whole-day or long whole-day)? If yes, what are the details, expenditure and timetable of the plan? If no, what are the reasons?

Asked by: Hon TANG Ka-piu (Member Question No. 53)

Reply:

In Hong Kong, kindergartens (KGs) are all privately-run and the KG sector, with very high operating flexibility, is able to respond to the demand for places from parents. The Education Bureau has all along been making reference to the available statistics of population projections, student enrolment and relevant historical trends in projecting the demand and supply of different types of KG places. We consider that any large-scale surveys and statistics should only be conducted with a clear objective with considerable reliability and reference value. The actual demand of families with working parents for whole-day and long whole-day KG school places will evolve over time according to changes in family situations or the children's development needs at different stages. Besides, the choice of parents also hinges on the availability of places offered by the KGs they prefer. As such, the survey findings may not fully reflect the actual situations. In consideration of the above, we have no plan to conduct a comprehensive survey to gather statistics on such subjects.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB187**

**(Question Serial No. 3253)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Would the Government provide the following information:

(a) the annual number of cross-boundary students attending kindergartens (including kindergarten cum child care centres) and primary schools in Hong Kong in the past 3 school years (i.e. 2012/13, 2013/14 and 2014/15 school years) and the corresponding estimated numbers in the 2015/16 school year (by districts of schools, class levels, places of residence, and the commuted boundary control points); and

(b) the number of school places in kindergartens (including kindergarten cum child care centres) and primary schools reserved for cross-boundary students in all districts in Hong Kong in the 2015/16 school year (by districts of schools)?

Asked by: Hon TANG Ka-piu (Member Question No. 52)

Reply:

(a) and (b) The number of cross-boundary students (CBS) living in the Mainland but attending kindergartens (including kindergarten-cum-child care centres) and primary schools in Hong Kong in the 2012/13, 2013/14 and 2014/15 school years by school district, by class level, by place of residence in the Mainland and by various land-based boundary control points are detailed at Appendices 1, 2, 3 and 4 respectively.

The Education Bureau (EDB) collects information on the number of CBS attending schools in selected districts in September each year, after the commencement of a new academic year. Hence, we are not able to provide the figures for the coming 2015/16 school year at this stage. Neither can we reliably project the number of CBS and their geographical distribution in the 2015/16 school year because their number and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, kindergarten education is not compulsory and has all along been provided by the private sector. Parents may choose a kindergarten suitable for their children with regard to their circumstances, and admission is at the full discretion of individual kindergarten which may also have different admission practices and procedures.



The number of cross-boundary students living in the Mainland but attending kindergartens (including kindergarten-cum-child care centres) and primary schools in Hong Kong by school district in the 2012/13, 2013/14 and 2014/15 school years is as follows:

Level	District	2012/13	2013/14	2014/15
Kindergarten (including kindergarten-cum- child care centre)	North	4 281	4 908	5 379
	Tai Po	190	340	391
	Yuen Long	1 653	2 235	2 500
	Tuen Mun	1 265	1 679	1 893
	Sha Tin	2	25	51
	Tsuen Wan & Kwai Tsing	34	45	80
	Tung Chung	29	54	69
	Wong Tai Sin	NA	NA	1
Primary School	North	4 379	4 996	5 590
	Tai Po	669	1 130	1 496
	Yuen Long	1 012	1 590	2 609
	Tuen Mun	578	1 181	1 712
	Sha Tin	109	176	322
	Tsuen Wan & Kwai Tsing	2	8	3
	Tung Chung	0	0	6
	Wong Tai Sin	NA	NA	36

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

(3) “NA” indicates that no data were collected from schools in the district in the respective school years.

The number of cross-boundary students living in the Mainland but attending kindergartens (including kindergarten-cum-child care centres) and primary schools in Hong Kong by class level in the 2012/13, 2013/14 and 2014/15 school years is as follows:

Level	Class Level	2012/13	2013/14	2014/15
Kindergarten (including kindergarten-cum-child care centre)	K1	2 551	3 252	3 654
	K2	2 654	3 139	3 535
	K3	2 249	2 895	3 175
Primary School	P1	2 370	3 162	3 700
	P2	1 418	2 241	2 981
	P3	946	1 339	2 203
	P4	738	949	1 331
	P5	678	709	882
	P6	599	681	677

- Notes: (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

The number of cross-boundary students living in the Mainland but attending kindergartens (including kindergarten-cum-child care centres) and primary schools in Hong Kong by place of residence in the Mainland in the 2012/13, 2013/14 and 2014/15 school years is as follows:

Level	Place of Residence	2012/13	2013/14	2014/15
Kindergarten (including kindergarten-cum-child care centre)	Luohu	1 573	2 087	1 876
	Futian	2 992	3 564	4 101
	Nanshan	1 620	2 209	2 588
	Yantian	426	329	379
	Bao'an	695	928	1 058
	Longgang	148	162	358
	Outside Shenzhen	0	7	4
Primary School	Luohu	2 260	2 582	3 092
	Futian	2 700	3 506	4 519
	Nanshan	561	1 118	1 687
	Yantian	414	425	499
	Bao'an	432	880	1 368
	Longgang	382	558	606
	Outside Shenzhen	0	12	3

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

The number of cross-boundary students living in the Mainland but attending kindergartens (including kindergarten-cum-child care centres) and primary schools in Hong Kong by land-based boundary control points in the 2012/13, 2013/14 and 2014/15 school years is as follows:

Level	Land-based boundary control point	2012/13	2013/14	2014/15
Kindergarten (including kindergarten-cum-child care centre)	Shenzhen Bay Control Point	2 281	3 159	3 575
	Lok Ma Chau Control Point	335	331	393
	Man Kam To Control Point	0	213	323
	Sha Tau Kok Control Point	433	387	445
	Lok Ma Chau Spur Line Control Point	2 814	3 651	3 997
	Lo Wu Control Point	1 591	1 545	1 631
Primary School	Shenzhen Bay Control Point	971	1 920	2 980
	Lok Ma Chau Control Point	279	295	550
	Man Kam To Control Point	610	795	1 004
	Sha Tau Kok Control Point	544	582	691
	Lok Ma Chau Spur Line Control Point	2 462	3 316	4 090
	Lo Wu Control Point	1 883	2 173	2 459

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.

- End -

**CONTROLLING OFFICER'S REPLY****EDB188****(Question Serial No. 0405)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Budget Speech states that from the 2015/16 academic year onwards, the Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes for meeting the manpower needs of Hong Kong. For the first cohort, there will be 13 programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality. This scheme will cost \$960 million. In this connection, will the Government inform this Committee:

- (a) the specific course titles of the 13 programmes, and the reasons for choosing them;
- (b) the breakdown of the above-mentioned \$960 million (by programmes each year); and
- (c) whether it has evaluated the cost-effectiveness of the expenditure. If yes, what are the details. If no, why?

Asked by: Hon TIEN Pei-chun, James (Member Question No. 3)

Reply:

- (a) As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at Annex.

- (b) The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit

subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided. The maximum subsidy amount per student per academic year for the relevant programmes for the cohort to be admitted in the 2015/16 academic year, together with the respective number of subsidised places, are provided at Annex.

- (c) As mentioned under part (a) of the reply, SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness. The review will be conducted in due course.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

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**CONTROLLING OFFICER'S REPLY****EDB189****(Question Serial No. 1473)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

According to the new arrangements for Primary 6 (P6) assessment announced by the Education Bureau in 2011, starting from 2012, the Territory-wide System Assessment (TSA) and the Pre-Secondary One Hong Kong Attainment Test (Pre-S1 HKAT) would be administered in alternate years, and the P6 TSA would be suspended in 2012 and 2014. However, in the year of suspension of the assessment, the Hong Kong Examinations and Assessment Authority would still provide examination questions to schools so that schools could decide on their own whether to take the assessment or not. Will the Administration inform this Committee of the numbers and percentages of schools opting to take the TSA on a voluntary basis as well as the expenditure involved in 2012 and 2014 respectively.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 1)

Reply:

In the year of suspension of P6 TSA in 2012 and 2014, schools could choose to participate in the assessment on a voluntary basis. For schools which opted not to participate, a majority of them requested the Hong Kong Examinations and Assessment Authority to provide them with sufficient copies of the question papers for their own use. The respective number and percentage of schools which participated in P6 TSA on a voluntary basis, the respective number of schools which requested assessment papers and the respective expenditure involved in 2012 and 2014 are listed below:

	No. of schools participated in P6 assessment	Percentage of schools participated in P6 assessment	No. of schools requested P6 assessment papers	Expenditure (\$ million)
Year 2012	51	9.8%	352	\$14.7
Year 2014	47	9.2%	340	\$14.7

- End -



**CONTROLLING OFFICER'S REPLY****EDB190****(Question Serial No. 1483)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Native-speaking English Teacher (NET) Scheme for primary schools, please provide:

- (a) the number of NETs and the expenditure involved in the 2012/13, 2013/14, 2014/15 and 2015/16 school years respectively;
- (b) the number of eligible public sector primary schools without any NETs from the 2012/13 to 2015/16 school years respectively and the specific reasons;
- (c) the forms of support on English teaching provided by the Administration for those eligible public sector primary schools without any NETs and the expenditure involved.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 2)

Reply:

- (a) The number of NETs for public sector primary schools and the provision involved in the 2012/13, 2013/14, 2014/15 and 2015/16 school years are as follows:

School Year	No. of NETs	Provision (\$ million)
2012/13	457	326.7
2013/14	459	355.6
2014/15	455	384.6*
2015/16	459*	391.7*

\*Remarks: The number of NETs in the 2015/16 school year and the provisions for the 2014/15 and 2015/16 school years are estimated figures.

- (b) In the 2012/13 and 2013/14 school years, all eligible public sector primary schools had engaged NETs. In the 2014/15 school year (as of March 2015), only one public sector primary school has yet to select a suitable NET candidate. The information for the 2015/16 school year is not available.
- (c) Under the NET Scheme in Primary Schools, all eligible public sector primary schools are provided with professional support by the Advisory Teaching Team (ATT) of the Education Bureau. The ATT offers a range of services, including onsite support for collaborative lesson planning, advice on classroom teaching, the conduct of professional development programmes for NETs and local English teachers, the development

of literacy programmes, as well as learning and teaching resources.

For primary schools which have not yet appointed a NET, additional support in the form of co-teaching and organisation of co-curricular activities is provided by the ATT on a need basis. The cost is absorbed by the recurrent expenditure of the Education Bureau.

- End -

**CONTROLLING OFFICER'S REPLY****EDB191****(Question Serial No. 1484)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

With effect from 2014/15 school year, the Administration has provided funding support of \$200 million to implement the “Chinese Language Curriculum Second Language Learning Framework”. Will the Government inform this Committee:

- (a) the detailed allocation arrangements of the \$200 million funding, including the relevant expenditures on implementing the Learning Framework, the additional recurrent funding for schools, training of teachers and their details;
- (b) the average amount of resources allocated to each non-Chinese speaking (NCS) student;
- (c) the respective numbers of NCS students studying in public sector primary schools, public sector secondary schools and direct subsidy scheme schools in 2014/15 school year.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 3)

Reply:

- (a) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese Language through, among others, facilitating schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the creation of an inclusive learning environment in schools. The relevant expenditure with breakdown by support measures for the 2014/15 school year are tabulated at Annex A.
- (b) As regards the expenditure for each NCS student, it is worth noting that as shown in the table on major support measures at Annex A, the relevant manpower resources and expenditure for supporting NCS students are subsumed under the overall expenditure of EDB, overall provision of grants to schools and/or different Funds. A breakdown of the expenditure for each NCS student is therefore not available.
- (c) According to the information collected through the annual Student Enrolment Survey, the number of NCS students studying in the public sector and Direct Subsidy Scheme primary and secondary schools in the 2014/15 school year is tabulated at Annex B.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2014/15 school year**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese Language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7 Note
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8
Student grant for Applied Learning Chinese (for NCS students)	2.0
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education  Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	1.87

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

**Number of non-Chinese speaking (NCS) students  
in public sector and Direct Subsidy Scheme primary and secondary schools  
in the 2014/15 school year**

<b>Level</b>	<b>No. of NCS students in public sector schools</b>	<b>No. of NCS students in Direct Subsidy Scheme schools</b>
Primary (Primary 1 – 6)	7 422	1 275
Secondary (Secondary 1 – 6)	3 628	4 596

Notes:

1. Figures refer to the position as at September of 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures do not include special schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB192****(Question Serial No. 1485)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the appointment of graduate and non-graduate teachers in public sector schools, would the Administration advise this Council of:

- (a) the number of graduate and non-graduate teacher posts in public sector schools and their respective percentage in the 2014/15 school year; and for non-graduate teacher posts, the number of degree-holders employed by public sector schools and the percentage they accounted for in the 2014/15 school year;
- (b) the number of graduates from teacher education institutions and the respective number eligible for appointment to graduate teacher posts in public sector primary and secondary schools from the 2012/13 to 2014/15 school years? and
- (c) whether the Administration has any plans to further raise the ratio of graduate teacher posts in public sector schools to the ultimate goal of 100%, given its target of increasing the ratio of graduate teacher posts in public sector primary schools by phases for 3 years from the 2015/16 school year from the current 50% to 65% in the 2017/18 school year, while maintaining the percentage in secondary schools at 85%?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 4)Reply:

- (a) The estimated number and percentage of teachers appointed to graduate teacher posts (graduate teachers) and non-graduate teacher posts (non-graduate teachers) in public sector schools for the 2014/15 school year and the estimated number and percentage of non-graduate teachers with degree qualifications or equivalent for the 2014/15 school year are as follows:

**Primary Schools (Government and Aided)**

School Year	Graduate Teachers		Non-graduate Teachers			
	No. of Teachers* (a)	% (a)/[(a)+(b)]	No. of Teachers* (b)	% (b)/[(a)+(b)]	No. of Degree Holders* (c)	% (c)/(b)
2014/15 (Estimate)	7 550	39.9	11 400	60.1	10 590	93.0

\* Remark: Numbers are rounded to the nearest 10

### Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers		Non-graduate Teachers			
	No. of Teachers* (a)	% (a)/[(a)+(b)]	No. of Teachers* (b)	% (b)/[(a)+(b)]	No. of Degree Holders* (c)	% (c)/(b)
2014/15 (Estimate)	18 300	78.6	4 970	21.4	4 580	92.2

\* Remark: Numbers are rounded to the nearest 10

- (b) From the 2012/13 to 2014/15 school years, the number of graduates of the University Grants Committee-funded full-time Bachelor of Education or Post-graduate Diploma in Education programmes for primary and secondary levels is about 1 300 per year. These graduates are eligible for appointment to graduate teacher posts in public sector primary and secondary schools.
- (c) The overall number of teachers appointed to fill graduate teacher posts in public sector primary and secondary schools has not yet reached the current provision of 50% and 85% respectively. The Education Bureau (EDB) has set the next target of enhancing the ratio of graduate teacher posts in public sector primary schools to 65% by phases in three years from the 2015/16 school year. There is no immediate plan to further increase the ratio for the time being. EDB will continue to keep in view schools' progress in filling the ratios of graduate teacher posts.

- End -

**CONTROLLING OFFICER'S REPLY****EDB193****(Question Serial No. 1486)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please list out the measures that the Bureau has implemented in the 2013/14 and 2014/15 school years to improve the learning and teaching of the English Language in primary schools and the related expenditure.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 5)

Reply:

In 2013/14 and 2014/15 school years, we have been implementing various measures for improving the learning and teaching of the English Language in primary schools. The expenditure for the purpose totalled \$409.44 million in the 2013/14 school year, of which \$43.70 million is from the Language Fund. The estimated expenditure in the 2014/15 school year is \$420.22 million, of which \$25.74 million is from the Language Fund. Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their



		professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
<b>C. Professional development</b>		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
<b>D. Creating a facilitating environment for English learning</b>		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173 Student Financial Assistance Agency

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB194**

**(Question Serial No. 1487)**

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

Regarding the grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme, will the Administration inform this Committee of:

- (a) the related expenditure and the specific operation details in 2014/15;
- (b) the number of apprentices joining the Scheme in 2014/15;
- (c) whether the Vocational Training Council is offering any programmes relating to ship and vehicle repair and doula training, etc? If yes, what will be the expenditure involved? If no, will the Council consider offering such programmes?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 6)

Reply:

(a), (b) & (c)

The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has started to implement the Pilot Scheme starting from the 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student. The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

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

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

As at February 2015, the electrical and mechanical services trades of the construction industry, printing industry, clock and watch industry and automobile industry have joined the Pilot Scheme with 377 apprentices in total. Among them, 60 apprentices are under the automobile industry. VTC will explore extending the Pilot Scheme to other industries which fulfill the criteria mentioned above and introducing relevant programmes to meet the manpower needs of the industries. The Pilot Scheme will benefit 2 000 students in total.

The Pilot Scheme will incur an estimated non-recurrent expenditure of \$144 million in total from the Government, and the estimated financial provision for 2014-15 is \$10.5 million. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources.

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**CONTROLLING OFFICER'S REPLY**

**EDB195**

**(Question Serial No. 2582)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that a funding of \$960 million will be provided to subsidise 1 000 students per cohort to pursue designated self-financing undergraduate programmes from 2015/16 onwards.

1. What are the designated programmes, the institutions responsible for the programmes, the number of places and the amount of funding for 2015/16?
2. What are the designated programmes, the institutions responsible for the programmes, the number of places and the amount of funding of the scheme from 2015/16 until the funding is used up?
3. Will an interim review be conducted to evaluate the effectiveness of the scheme and the need to continue its implementation?

Asked by: Hon TONG Ka-wah, Ronny (Member Question No. 32)

Reply:

1, 2 and 3

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes,

respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at **Annex**.

The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

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**CONTROLLING OFFICER'S REPLY****EDB196****(Question Serial No. 0600)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

With the continuing decline in the number of students and public sector secondary schools, the Government estimates that the number of teachers will decrease from 23 300 in the 2014/15 school year to 22 700 in the 2015/16 school year, which represents a difference of 600 teachers. In this connection, how will the Administration reduce the chances of teachers being laid off as a result of the progressive decline in the number of students and how will it offer assistance to the teachers concerned?

Asked by: Hon WONG Kwok-hing (Member Question No. 123)

**Reply:**

The estimated decrease of about 600 teaching posts in public sector secondary schools is an aggregated figure resulted from a number of factors. It is very difficult to trace the complex interwoven effects of various school practices such as filling up teaching posts outside the staff establishment with flexible deployment of various grants and other funding, temporary freezing of posts for hiring of educational services, etc. The decrease may also be resultant from the lapse of additional resources under a time-limited project and reduction of classes at levels other than Secondary One arising from the population drop in the previous years. With the implementation of the Voluntary Optimisation of Class Structure Scheme in the 2011/12 school year and the series of targeted relief measures with a view to maintaining the stability and strengths of public sector secondary schools and the teaching force from the 2013/14 to 2015/16 school years, coupled with the special arrangements for toleration of surplus teachers arising from the reduction of Secondary One classes under the two measures mentioned above, the impact of the temporary decline in secondary student population has been reduced. So far these measures have facilitated schools to maintain stability in the teaching force.

Furthermore, as announced in the 2014 Policy Address, additional recurrent resources are provided by the Government starting from the 2014/15 school year to strengthen the support for non-Chinese speaking students and enhance the life planning education and career guidance services for students. Schools can deploy the resources to employ additional teachers and to improve their teaching staff's capacity which would result in an increase in the overall number of teaching posts in secondary schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB197**

**(Question Serial No. 0601)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2 ) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In the 2014/2015 school year, how many eligible needy students in secondary and primary schools are provided with free lunch services (by district); what will be the expected change in the number of beneficiary and provision required in the 2015/16 school year?

Asked by: Hon WONG Kwok-hing (Member Question No. 122)

Reply:

Primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme are eligible for free lunch at school. It is estimated that about 66 000 students would benefit in the 2014/15 school year with breakdown by district tabulated at the Annex.

As regards the 2015/16 school year, for budgetary purposes, it is estimated that the number of beneficiaries would increase by about 3 000 to about 69 000 and a provision of about \$211 million, constituting an estimated increase of about \$9 million, has been earmarked.



**Estimated Number of Beneficiaries under  
Provision of Free Lunch at School for Eligible Needy Primary Students  
in the 2014/15 School Year**

District	Estimated Number of Beneficiaries <sup>Notes</sup>
Central & West	1 000
Hong Kong East	3 000
Islands	1 200
Kowloon City	2 600
Kwun Tong	7 500
Kwai Tsing	5 500
North	6 900
Sai Kung	2 500
South	1 200
Shamshuipo	4 000
Sha Tin	4 700
Tuen Mun	5 600
Tai Po	3 000
Tsuen Wan	2 400
Wan Chai	500
Wong Tai Sin	4 400
Yuen Long	7 600
Yau Tsim Mong	2 400
Total:	66 000

Notes:

1. The breakdown of beneficiaries by district is based on the percentage share of eligible needy primary students of the district concerned as at November of the respective school year. The actual figures will be available when the final accounts cum reports are submitted by schools concerned after the school year.
2. The figures are rounded to the nearest hundred.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB198**

**(Question Serial No. 0602)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

When further promoting professional interflow between schools in Hong Kong and their sister schools in Mainland, will the Government make increased provision accordingly for subsidising schools to hire additional administrative staff so as to ensure the workload of serving teachers will not be increased significantly due to the implementation of such scheme?

Asked by: Hon WONG Kwok-hing (Member Question No. 121)

Reply:

To help further promote professional interflow and experience sharing between sister schools, the Education Bureau plans to provide an annual grant of \$120,000 to each public sector or Direct Subsidy Scheme school having formed sister school(s) with the Mainland. The proposed additional provision is also intended, among others, to relieve teachers from the related administrative work.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB199**

**(Question Serial No. 0608)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the implementation of vocational education, will the Government inform this Committee of:

- (a) the respective numbers of students pursuing full-time and part-time vocational education programmes in the past 3 academic years (i.e. the 2012/13, 2013/14 and 2014/15 academic years), broken down by year, discipline and type of industries;
- (b) the respective numbers of students who completed full-time and part-time vocational education programmes (broken down by year, discipline and type of industries) and the numbers of such students who remained working in the respective industries after completing the programmes in the past 3 academic years (i.e. the 2012/13, 2013/14 and 2014/15 academic years);
- (c) whether the Administration has drawn up new initiatives to enhance the promotion of vocational education and training in the 2015/16 academic year; if yes, of the details of the new initiatives and the amount of provision; if no, of the reasons.

Asked by: Hon WONG Kwok-hing (Member Question No. 118)

Reply:

- (a) Different education and training providers of varying scale of operation are providing a variety of programmes with strong vocational elements for secondary school leavers, in-service personnel, etc. Among them, the Vocational Training Council (VTC) is the largest provider with Government's recurrent subvention. The vocational education programmes offered by VTC are broadly grouped into a spectrum of disciplines including Applied Science, Business Administration, Child Education and Community Services, Design, Engineering, Hospitality and Information Technology. The breakdown on the student number by discipline / relevant industry for the 2012/13 to 2014/15 academic years is as follows -

Discipline / Relevant Industry	2012/13		2013/14		2014/15 (Revised Estimate)	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
Applied Science	3 173	447	3 412	407	3 200	700
Business Administration	11 550	4 717	11 638	3 803	10 100	2 800
Child Education and Community Services	1 289	414	1 664	451	1 500	700
Design	5 787	2 562	6 969	1 719	7 200	3 100
Engineering	10 599	11 739	11 240	11 476	9 600	14 200
Hospitality	5 621	1 626	7 464	1 582	7 800	1 500
Information Technology	5 583	1 341	5 947	792	5 000	1 200

- (b) The breakdown on the number of graduates, and the number of those in employment of relevant field for the 2012/13 and 2013/14 academic years are provided below -

Discipline / Relevant Industry	2012/13			2013/14		
	No. of Graduates		No. of Full-time Graduates Employed in Relevant Field <sup>(Note)</sup>	No. of Graduates		No. of Full-time Graduates Employed in Relevant Field <sup>(Note)</sup>
	Full-time	Part-time		Full-time	Part-time	
Applied Science	1 218	274	459	1 610	222	Data not yet available
Business Administration	5 062	3 441	1 590	6 356	2 480	
Child Education and Community Services	557	254	359	863	134	
Design	2 209	2 125	857	3 314	1 209	
Engineering	3 614	3 398	2 032	4 797	2 152	
Hospitality	2 538	1 321	1 188	3 702	1 316	
Information Technology	2 201	1 002	718	3 168	310	

Note: Part-time programmes are designed for in-service personnel and thus employment survey is not conducted. The above table provides the number of graduates employed in relevant fields for full-time programmes only. The employment survey for the 2013/14 graduates will be completed in mid-2015.

As the 2014/15 academic year will only end in August 2015, the information about the graduates is not yet available.

- (c) The Task Force on Promotion of Vocational Education (Task Force) was set up in June 2014 with a view to mapping out a strategy to promote vocational education in the community. Since its establishment, the Task Force has held several meetings and will submit a report to the Secretary for Education in mid-2015 with a strategy and concrete proposals to raise the awareness and recognition of vocational education in the community. The Government will examine and consider the report then.

--END--

**CONTROLLING OFFICER'S REPLY****EDB200****(Question Serial No. 0609)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Under this programme, the Education Bureau indicates that it will “starting from the 2015/16 school year, increase the ratio of graduate teacher posts in public sector primary schools by phases for three years from the current 50 per cent to 65 per cent in the 2017/18 school year. In this connection, will the Government inform this Committee:

- (a) of the number of public sector primary school teachers without degree qualifications or equivalent in each of the past 3 school years (i.e. 2012/13, 2013/14 and 2014/15) (with a breakdown by district and years of service), and its percentage share in the total number of public sector primary school teachers;
- (b) of the number of public sector primary school teachers with degree qualifications or equivalent in each of the past 3 school years (i.e. 2012/13, 2013/14 and 2014/15) (with a breakdown by district and years of service), and its percentage share in the total number of public sector primary school teachers; and among them, the number of teachers who were appointed to the post of Certificated Master/Mistress (with a breakdown by district and years of service); and
- (c) whether it has plans to conduct a survey and study in the 2015/16 school year on the feasibility of appointing all teachers with degree qualifications to graduate teacher posts and remunerating them according to the requirements of such post, and the estimated additional expenditure required; if yes, of the specific arrangement; if not, the reasons for that?

Asked by: Hon WONG Kwok-hing (Member Question No. 117)Reply:

- (a) The number of teachers without degree qualifications or equivalent in public sector primary schools for the 2012/13, 2013/14 and 2014/15 school years and their respective percentage share among the total number of teachers in the sector are as follows.

Public Sector Primary School Teachers without Degree Qualifications or Equivalent	School Year		
	2012/13	2013/14	2014/15
Number*	1 010	890	800

Percentage Share	5.6%	4.8%	4.2%
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\*Remark: Numbers are rounded to the nearest 10.

The Education Bureau (EDB) does not have readily available breakdown of teachers by district and by years of teaching service.

- (b) The number of teachers with degree qualifications or equivalent and their respective percentage share among all teachers in the sector and the number of these teachers appointed to the post of Certificated Master/Mistress (CM post) in public sector primary schools for the 2012/13, 2013/14 and 2014/15 school years are as follows.

Public Sector Primary School Teachers with Degree Qualifications or Equivalent	School Year		
	2012/13	2013/14	2014/15
Number*	16 910	17 440	18 150
Percentage Share	94.4%	95.2%	95.8%
Appointed to CM Post*	8 290	8 680	9 140

\*Remark: Numbers are rounded to the nearest 10.

EDB does not have readily available breakdown of teachers by district and by years of teaching services.

- (c) Although the overall number of teachers appointed to fill graduate teacher posts in public sector primary schools has not yet reached the current provision of 50%, EDB has set the next target of enhancing the ratio of graduate teacher posts to 65% by phases in three years from the 2015/16 school year. Hence, there was no immediate plan to further increase the ratio for the time being, but EDB will continue to keep in view schools' progress in filling the enhanced ratio of graduate teacher posts.

- End -

**CONTROLLING OFFICER'S REPLY****EDB201****(Question Serial No. 0610)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please list out the numbers of special schools and their students in the territory in the last three school years (i.e. the 2012/13, 2013/14 and 2014/15 school years) and the projected numbers for the 2015/16 school year by year, by district and by type of special educational need; have the Education Bureau formulated new measures to increase the ratio of teachers in special schools with special education training qualification and reduce the teacher wastage rate of special schools in the 2015/16 school year? If yes, what are the details and the estimated expenditure? If no, what are the reasons?

Asked by: Hon WONG Kwok-hing (Member Question No. 120)

Reply:

The number of special schools by type and their students in the last three school years (i.e. 2012/13, 2013/14 and 2014/15 school years) and the projected number for the 2015/16 school year are set out in the Appendix. Since the number of students who need to be placed in special schools is relatively small, the planning and provision of special school places are not on a district basis. As such, providing corresponding figures by district is not meaningful.

The Education Bureau (EDB) is committed to enhancing the capability of special school teachers through the provision of teacher training. Since the 2007/08 school year, we have been providing structured training courses on catering for students with SEN pitched at basic, advanced and thematic levels (BAT Courses) for serving teachers of both mainstream schools and special schools. From the 2012/13 school year, we have also provided a 240-hour training course specifically for special school teachers (TCSST) on "education of students with severe or multiple disabilities". The BAT Courses and TCSST are operated in a full-time block-release mode. Regular teachers of mainstream schools and special schools are granted paid study leave for attending the courses and supply teachers are provided for the schools accordingly.

According to the information collected from schools in September 2014, the reasons for teachers leaving the special school sector are mainly retirement, transfer to mainstream schools and other personal reasons. The government has all along been providing support to help teachers in special schools to build up their capacity and enhance their sense of achievement. Apart from the provision of the above-mentioned teacher training courses, we have also been providing school-based support to special schools through a tripartite support model in collaboration with tertiary institutions. Moreover, to better support special schools to cater for the intensive support needs of their students, EDB has introduced various improvement measures in the 2014/15 school year. They include providing additional teacher assistants for schools for children with intellectual disability (ID), schools for children with physical disability and schools for children with visual impairment (VI) cum ID, reducing progressively the class size to 12 students per class in the school for children with VI and schools for social development, providing an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity and improving the manpower

for boarding services.

## Appendix

### Number of Special Schools by type and their Students for the 2012/13 to 2015/16 School Years

School Type	2012/13		2013/14		2014/15		2015/16 (Projection)	
	Number of Schools	Number of Students	Number of Schools	Number of Students	Number of Schools	Number of Students	Number of Schools	Number of Students
Visually Impaired	2	122	2	124	2	126	2	130
Hearing Impaired	2	129	2	111	2	102	2	90
Physically Disabled	7	929	7	936	7	921	7	930
Mildly Intellectually Disabled	17	3 122	17	3 098	17	3 051	17	3 100
Moderately Intellectually Disabled	21	1 786	21	1 822	21	1 865	21	1 900
Severely Intellectually Disabled	10	729	10	704	10	691	10	710
School for Social Development	7	769	7	744	7	632	7	590
Hospital School	1	297	1	295	1	255	1	260

#### Notes

- 1) Number of students is as at September of respective year.
- 2) The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.
- 3) The Hospital School operates classes at 18 hospitals.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB202**

**(Question Serial No. 3050)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

As stated in paragraph 157 of the 2015 Policy Address, the Government plans to provide a subsidy for students to join Mainland exchange programmes in the primary and secondary stages and will increase the number of primary and secondary sister schools in Hong Kong and the Mainland to 600 pairs within 3 years. In this connection, will the Administration provide details on the manpower and expenditure involved in such subsidy? Will the exchange programmes be led by schools in Hong Kong or schools in the Mainland? What will be the proportion?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 28)

Reply:

Subject to the approval of the Finance Committee, the Education Bureau (EDB) plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector or Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million. Exchange activities between sister schools have all along been jointly arranged by the schools concerned in collaboration and consultation with each other based on their development and operational needs.

As regards the Mainland exchange programmes (MEPs) for primary and secondary students, the estimated expenditure for 2015-16, 2016-17 and 2017-18 is \$83.7 million, \$96.4 million and \$109.4 million respectively. The manpower for the implementation of MEPs in these years will be absorbed in the recurrent expenditure of EDB.

- End -

**CONTROLLING OFFICER'S REPLY****EDB203****(Question Serial No. 3051)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (5) Other Education Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(1) What are the respective numbers of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes in the past 3 years?

(2) What are the respective numbers and percentages of wastage as well as lengths of service, salaries, academic qualifications and average ages of kindergarten teachers in whole-day and half-day kindergartens in the past 3 years?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 34)Reply:

(1) The respective number of teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years is tabulated below:

School Year	2012/13	2013/14	2014/15 (provisional)
No. of teachers in local WD KGs	2 079	2 197	2 309
No. of teachers in local HD KGs	3 191	3 246	3 546
No. of teachers in local KGs with both HD and WD classes	5 809	6 169	6 232

(2) The respective number and percentage of wastage, average length of service, average salary, academic qualifications and average age of KG teachers in local WD KGs, HD KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years are provided at the Appendix.

**Teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years**

**2012/13 school year**

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	139 (6.8%)	263 (8.9%)	461 (8.6%)
Average years of service	13.0	14.0	14.0
Average salary per month	\$20,058	\$19,373	\$17,276
Number of teachers with Certificate in Early Childhood Education or above	1 956	2 664	4 775
Average years of age	34.9	36.7	36.9

**2013/14 school year**

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	136 (6.5%)	263 (8.2%)	491 (8.5%)
Average years of service	12.9	13.8	13.9
Average salary per month	\$20,904	\$20,340	\$18,271
Number of teachers with Certificate in Early Childhood Education or above	2 090	2 776	5 305
Average years of age	35.0	36.7	36.9

**2014/15 school year (provisional)**

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	161 (7.3%)	280 (8.6%)	627 (10.2%)
Average years of service	12.8	13.5	13.5
Average salary per month	\$21,443	\$21,136	\$18,982
Number of teachers with Certificate in Early Childhood Education or above	2 235	3 097	5 591
Average years of age	34.9	36.5	36.4

\* The number and percentage of wastage refer to the number and percentage of regular teachers in local KGs of the previous school year who did not serve in any KG in the 12-month period prior to mid-September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB204****(Question Serial No. 3052)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the integrated education policy, please list the following expenditure details from the 2012-13 to 2014-15 school years:

- (1) The comparison among the unit cost of each type of special schools, the unit cost for supporting students with special needs studying in mainstream schools and the unit cost of students other than those with special needs;
- (2) The percentage share of the expenditure on integrated education in the overall education expenditure;
- (3) The percentage share of the expenditure on catering for learner diversity of students under integrated education; and
- (4) The percentage share of the expenditure on special education in the overall education expenditure.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 36)

Reply:

(1) – (4)

Under the prevailing education policy, the Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with special educational needs (SEN) may attend mainstream schools. EDB has been providing schools with regular subvention for all mainstream schools to cater for student diversity. All students, including students with SEN, will benefit from support services rendered. In addition, to help mainstream schools cater for students with SEN, EDB has been providing schools with additional resources, professional support and teacher training. The total expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for the 2012/13, 2013/14 and 2014/15 school years is \$1,009 million, \$1,075 million and \$1,237 million (revised estimate) respectively. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. Top-up Fund for procurement of special furniture and equipment). In other words, not all schools and students with SEN are receiving the same support services and the funding involved can vary. Hence, providing the unit cost for students with SEN across all mainstream schools or the percentage share of expenditure on integrated education / catering for student diversity in the overall expenditure of education is inappropriate and misleading. The unit cost of each subsidised place in aided mainstream primary and secondary schools from 2012-13 to 2014-15 is as follows:

Financial Year School Level	2012-13	2013-14	2014-15 (Revised Estimate)
Primary	\$44,451	\$47,186	\$51,670
Secondary	\$49,246	\$53,987	\$61,460

The average unit costs of each type of special schools from the 2012/13 to 2014/15 school years and the percentage share of the expenditure on special education in the overall education expenditure from 2012-13 to 2014-15 are set out in Part I and Part II of the Appendix.

**Part I****Average unit cost of aided special schools from the 2012/13 to 2014/15 school years**

School Type \ School Year	2012/13	2013/14	2014/15
Visual Impairment	\$213,000	\$229,000	\$258,500
Hearing Impairment	\$254,000	\$262,500	\$279,000
Physical Disability	\$249,000	\$254,000	\$279,000
Mild Intellectual Disability	\$140,000	\$145,500	\$171,000
Moderate Intellectual Disability	\$216,500	\$218,000	\$239,500
Severe Intellectual Disability	\$278,000	\$281,000	\$313,000
School for Social Development	\$137,500	\$134,000	\$149,000
Hospital School	\$153,000	\$153,000	\$167,500

**Part II****Percentage share of the expenditure on special education in the overall education expenditure from 2012-13 to 2014-15**

Financial Year	2012-13	2013-14	2014-15 (Revised Estimate)
Percentage Share (%)	2.5	2.4	2.8

- End -

**CONTROLLING OFFICER'S REPLY****EDB205****(Question Serial No. 3053)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

What are the numbers of publicly-funded degree and sub-degree places, as well as the participation rates represented as the proportion of publicly-funded degree and sub-degree places to the population of the relevant cohort in each of the past 5 years?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 37)Reply:

The requested information for the past five years is tabulated below:

Academic year	Publicly-funded undergraduate intake places <sup>1</sup>		Overall undergraduate participation rate of the relevant cohort <sup>2,3</sup>	Publicly-funded sub-degree intake places <sup>4</sup>		Overall post-secondary participation rate of the relevant cohort <sup>2,5</sup>
	Approved number	Participation rate of the relevant cohort <sup>2</sup>		Actual intakes	Participation rate of the relevant cohort <sup>2</sup>	
2010/11 <sup>6</sup>	16 781	20.4%	28.3%	9 106	11.1%	67.3%
2011/12 <sup>7</sup>	16 842	20.8%	30.3%	8 684	N/A	N/A
2012/13 <sup>8</sup>	32 814	N/A	N/A	9 903	N/A	N/A
2013/14	18 153	22.6%	39.4%	11 047	13.7%	67.0%
2014/15	19 165	24.3%	46.1%	11 030	14.0%	67.6%

Notes:

1. Including first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded institutions and the Hong Kong Academy for Performing Arts (HKAPA).
2. Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20 for the 2009/10 to 2011/12 academic years and between the ages of 18 to 20 as from the 2012/13 academic year onwards, as a result of the implementation of the New Academic Structure.
3. The overall undergraduate participation rate of the relevant cohort takes into account the approved number of publicly-funded undergraduate intake places and the actual intakes of self-financing undergraduate programmes.
4. Including the actual intakes of sub-degree programmes offered by UGC-funded institutions, HKAPA and the Vocational Training Council.
5. The overall post-secondary participation rate of the relevant cohort takes into account the approved number of publicly-funded FYFD places; the actual intakes of self-financing FYFD places; and the actual intakes of publicly-funded and self-financing sub-degree programmes.

6. The 2010/11 academic year was the last year where Secondary Five graduates articulated to three-year sub-degree programmes.
7. The 2011/12 academic year was a gap year during which there were no Secondary Five graduates. Sub-degree participation rate is undefined for the year.
8. The 2012/13 academic year was a double cohort year. Publicly-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Undergraduate and sub-degree participation rates are undefined for the year.

- End -



**CONTROLLING OFFICER'S REPLY****EDB206****(Question Serial No. 3054)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the number of classes at each level, number of students, the student unit cost, the class-to-teacher ratio and teacher-to-student ratio for the past 3 years (2012/13 to 2014/15 school years) and the 2015/16 school year respectively by types of special schools.
2. Please provide information on the establishment and details of all supporting staff such as speech therapists, etc. for the past 3 years (2012/13 to 2014/15 school years) and the 2015/16 school year respectively by types of special schools.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 38)

Reply:

1. The number of classes, number of students, average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio of each type of special schools from the 2012/13 to 2014/15 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools in the 2015/16 school year are tabulated below. As calculation of the class-to-teacher ratio and teacher-to-student ratio is based on the actual number of classes and students and the calculation of the unit cost per school place is based on the actual operating cost of the school, we are unable to provide these figures for different types of special schools for the 2015/16 school year at this stage.

School Type	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	130
Hearing Impairment	14	90
Physical Disability	104	930
Mild Intellectual Disability	222	3 100
Moderate Intellectual Disability	204	1 900
Severe Intellectual Disability	102	710
School for Social Development	83	590
Hospital School	33	260

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

2. Special schools are provided with non-teaching specialist staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braillists according to the needs of their students. The specialist staff establishments of different types of special schools from the 2012/13 to 2014/15 school years are set out at Appendix 2. As the calculation of the specialist staff establishment is based on the actual number of classes being operated, we are unable to provide these figures for the 2015/16 school year at this stage.

**Number of Classes, Number of Students, Average Unit Cost per School Place,  
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools  
in the 2012/13 to 2014/15 School Years**

School Type	2012/13 School Year					2013/14 School Year					2014/15 School Year				
	No. of Classes	No. of Students (as at September 2012)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2013)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2014)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	122	\$213,000	1 : 2.5	1 : 3.3	15	124	\$229,000	1 : 2.5	1 : 3.3	15	126	\$258,500	1 : 2.5	1 : 3.4
Hearing Impairment	17	129	\$254,000	1 : 2.3	1 : 3.3	16	111	\$262,500	1 : 2.5	1 : 3.0	15	102	\$279,000	1 : 2.3	1 : 3.0
Physical Disability	101	929	\$249,000	1 : 1.9	1 : 4.7	102	936	\$254,000	1 : 2.0	1 : 4.7	102	921	\$279,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability <sup>Note</sup>	198	3 122	\$140,000	1 : 2.4	1 : 6.6	206	3 098	\$145,500	1 : 2.4	1 : 6.3	214	3 051	\$171,000	1 : 2.4	1 : 5.9
Moderate Intellectual Disability <sup>Note</sup>	193	1 786	\$216,500	1 : 2.2	1 : 4.1	196	1 822	\$218,000	1 : 2.3	1 : 4.1	200	1 865	\$239,500	1 : 2.3	1 : 4.1
Severe Intellectual Disability	103	729	\$278,000	1 : 1.8	1 : 3.9	99	704	\$281,000	1 : 1.8	1 : 3.9	100	691	\$313,000	1 : 1.8	1 : 3.8
School for Social Development	80	769	\$137,500	1 : 1.9	1 : 5.0	80	744	\$134,000	1 : 1.9	1 : 4.9	82	632	\$149,000	1 : 1.9	1 : 4.1
Hospital School	33	297	\$153,000	1 : 1.8	1 : 4.9	33	295	\$153,000	1 : 1.8	1 : 4.9	33	255	\$167,500	1 : 1.8	1 : 4.2

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.*

**Establishment of Specialist Staff in Special Schools from the 2012/13 to 2014/15 school years**

School Type	2012/13 school year								2013/14 school year								2014/15 school year							
	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1	1	1	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2	-	0	3	-	-	-	-	2	-	1	3	-	-	-	-	2	-	1	3	-	-	-	-
Physical Disability	14	10	2	23	33	33	33	-	14.5	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability**	42.5	13.5	5	44	-	-	-	-	41.5	13.5	5	45	-	-	-	-	41.5	13.5	5	45	-	-	-	-
Moderate Intellectual Disability**	30	17.5	6	48	-	-	-	-	30	17.5	6	48	-	-	-	-	30	17.5	6	49	-	-	-	-
Severe Intellectual Disability	10	10	0	22.5	25	25	25	-	10	10	0	22.5	24	24	24	-	10	10	0	22	24.5	24.5	24.5	-
School for Social Development	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-
Hospital School #	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker

RN: Registered Nurse

EP: Educational Psychologist

ST: Speech Therapist

PT: Physiotherapist

OT: Occupational Therapist

OTA: Occupational Therapist Assistant

Br: Brailist

\* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by Education Bureau.

\*\* The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

# Specialist services for Hospital School are provided by the hospitals.

- End -

**CONTROLLING OFFICER'S REPLY****EDB207****(Question Serial No. 3055)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In respect of the programmes offered by self-financing post-secondary institutions, please provide a breakdown by institution:

- (1) The estimated intake, actual intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the past 3 years (i.e. 2012/13 to 2014/15 academic years).
- (2) The estimated intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the 2015/16 academic year.
- (3) Will the Government consider using voucher or other means to provide subsidy to students studying at self-financing post-secondary institutions? If yes, what are the details? If not, what are the reasons?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 39)

Reply:

(1) and (2)

According to the information provided by institutions, the number of estimated intakes, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree (including Associate Degree and Higher Diploma), first-year-first-degree and top-up degree programmes by institution from the 2012/13 to 2014/15 academic years are set out at **Annexes A to C** respectively. The estimated intakes of full-time locally-accredited self-financing sub-degree and undergraduate programmes (the figures for top-up degree programmes are not available) by institution in the 2015/16 academic year are set out at **Annex D**. We do not have information on the tuition fees for the 2015/16 academic year and the unit costs of the programmes.

(3)

It is the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. We have implemented a basket of measures to support the quality and sustainable development of the self-financing post-secondary education sector including land at nominal premium and Government premises at nominal rent; interest-free start-up loans; a \$3.52 billion Self-financing Post-secondary Education Fund to provide scholarships and support quality enhancement efforts of institutions; Research Endowment Fund to support research activities; Matching Grant Scheme and student finances. Comparing with vouchers, these measures can enhance the quality of post-secondary

education and facilitate the provision of quality pathways for students pursuing further studies.

Moreover, as one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2012/13 Academic Year to the 2014/15 Academic Year**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	340	-	-	340	400	-	-	400	290	-	-	290
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	60	-	-	60
Caritas Institute of Higher Education	360	480	80	920	400	360	30	790	340	660	200	1 200
Centennial College	-	400	320	720	-	240	320	560	-	320	320	640
Chu Hai College of Higher Education	-	1 450	-	1 450	-	725	-	725	-	880	-	880
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448
Hang Seng Management College	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	20	20	40
HKU SPACE Po Leung Kuk Community College	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000
Hong Kong Adventist College	40	-	-	40	40	-	-	40	-	-	-	-
Hong Kong Art School <sup>[2]</sup>	55	65	-	120	55	65	-	120	80	65	-	145
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977
Hong Kong College of Technology	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005
Hong Kong Institute of Technology	460	140	90	690	662	210	130	1 002	300	250	170	720
Hong Kong Nang Yan College of Higher Education	300	-	-	300	300	-	-	300	90	120	40	250
Hong Kong Shue Yan University	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323
Kaplan Business and Accountancy School	160	-	-	160	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665
Pui Ching Academy	120	-	-	120	150	-	-	150	260	-	-	260
Sacred Heart Canossian College of Commerce	160	-	-	160	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	175	-	175	-	225	-	225
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915
The Hong Kong Institute of Education	285	271	104	660	250	355	112	717	226	380	139	745
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	20	40	3 961	4 220	35	185	4 440	4 220	50	292	4 562
Tung Wah College	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215
Vocational Training Council	5 060	210	775	6 045	5 100	495	1 235	6 830	3 740	660	2 340	6 740
Yew Chung Community College	220	-	-	220	420	-	-	420	180	-	-	180
YMCA College of Careers	105	-	-	105	40	-	-	40	90	-	-	90

**Notes:**

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no related programmes were offered.



**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2012/13 Academic Year to the 2014/15 Academic Year**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	179	-	-	179	215	-	-	215	195	-	-	195
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	209	168	144	521
Caritas Institute of Higher Education	180	60	43	283	216	73	64	353	36	-	-	36
Centennial College	-	231	54	285	-	154	77	231	-	112	121	233
Chu Hai College of Higher Education	-	852	-	852	-	309	-	309	-	381	-	381
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 560	-	1 900	4 460
Hang Seng Management College	318	1 636	121	2 075	106	755	65	926	87	1 492	99	1 678
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	9	9
HKU SPACE Po Leung Kuk Community College	2 824	-	-	2 824	992	-	-	992	1 190	-	-	1 190
Hong Kong Adventist College <sup>[3]</sup>	1	-	-	1	-	-	-	-	-	-	-	-
Hong Kong Art School	89	49	-	138	54	42	-	96	60	50	-	110
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 853	-	672	3 525	1 750	-	693	2 443	1 873	136	977	2 986
Hong Kong College of Technology	206	-	-	206	336	-	-	336	376	-	-	376
Hong Kong Institute of Technology	476	51	62	589	587	71	127	785	219	267	105	591
Hong Kong Nang Yan College of Higher Education	12	-	-	12	20	-	-	20	5	7	15	27
Hong Kong Shue Yan University	-	1 354	-	1 354	-	1 495	-	1 495	-	1 274	-	1 274
Kaplan Business and Accountancy School	14	-	-	14	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 514	-	-	3 514	1 333	-	-	1 333	628	-	-	628
Pui Ching Academy <sup>[4]</sup>	-	-	-	-	3	-	-	3	-	-	-	-
Sacred Heart Canossian College of Commerce	116	-	-	116	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	155	-	155	-	178	-	178	-	129	-	129
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 410	-	163	1 573	979	-	295	1 274	1 202	-	387	1 589
The Hong Kong Institute of Education	333	295	119	747	181	350	109	640	215	359	130	704
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 654	-	2 163	5 817
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	41	-	41
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	495	1 481	951	2 927	626	264	920	1 810	856	1 727	1 342	3 925

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	5 181	-	39	5 220	2 532	57	230	2 819	2 989	55	438	3 482
Tung Wah College	274	464	112	850	231	475	165	871	81	394	180	655
Vocational Training Council	3 695	268	920	4 883	3 662	522	1 227	5 411	3 577	501	2 214	6 292
Yew Chung Community College	56	-	-	56	44	-	-	44	86	-	-	86
YMCA College of Careers	48	-	-	48	23	-	-	23	29	-	-	29

**Notes:**

[1] Provisional figures as at early October 2014. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[4] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” Denotes no related programmes were offered.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution from the 2012/13 Academic Year to the 2014/15 Academic Year**

Institution	Average Annual Tuition Fee (\$)								
	2012/13 Academic Year <sup>[1]</sup>			2013/14 Academic Year <sup>[1]</sup>			2014/15 Academic Year <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	48,500	-	-
Caritas Institute of Higher Education	49,045 - 52,750	57,230	59,265	51,015 - 55,390	60,095 - 61,903	62,230	51,800 - 56,235	64,023 - 89,100	65,473 - 66,590
Centennial College	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000
Chu Hai College of Higher Education	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University <sup>[2]</sup>	47,250 - 56,250	-	72,000 - 90,300	47,250 - 56,250	-	61,750 - 95,700	47,250 - 56,250	-	64,350 - 100,500
Hang Seng Management College	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500
HKCT Institute of Higher Education	-	-	-	-	-	-	-	64,750	66,000
HKU SPACE Po Leung Kuk Community College	51,150	-	-	52,500	-	-	52,500	-	-
Hong Kong Adventist College	39,600	-	-	-	-	-	-	-	-
Hong Kong Art School <sup>[2]</sup>	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	48,750 - 58,720	-	63,000 - 69,300	48,750 - 66,978	-	63,000 - 82,500	47,250 - 55,000	58,720	50,463 - 108,000
Hong Kong College of Technology	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-
Hong Kong Institute of Technology <sup>[2]</sup>	35,800	42,120 - 45,000	42,120 - 45,000	37,400	45,000	45,000	42,000	57,533	55,000 - 58,800
Hong Kong Nang Yan College of Higher Education	38,000	-	-	38,000	-	-	38,000	60,000	60,000
Hong Kong Shue Yan University	-	55,000	-	-	55,000	-	-	60,000	-
Kaplan Business and Accountancy School	48,000	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-
Pui Ching Academy	39,000	-	-	41,000	-	-	41,000 - 44,000	-	-
Sacred Heart Canossian College of Commerce	43,700	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>[2]</sup>	-	266,939	-	-	279,755	-	-	282,215	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong <sup>[2]</sup>	42,000 - 49,150	-	117,600	45,225 - 49,810	-	117,600	45,140 - 57,375	-	95,000 - 119,400
The Hong Kong Institute of Education	41,800 - 46,800	72,000 - 77,500	79,267 - 93,600	48,100	72,000 - 80,000	73,500 - 84,000	48,100 - 65,000	72,000 - 84,000	72,000 - 84,000

Institution	Average Annual Tuition Fee (\$)								
	2012/13 Academic Year <sup>[1]</sup>			2013/14 Academic Year <sup>[1]</sup>			2014/15 Academic Year <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	49,200 - 54,120	-	65,100 - 105,000	50,400 - 55,440	-	66,650 - 110,000	50,400 - 55,440	-	64,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	247,759	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>[2]</sup>	43,000 - 55,800	49,600 - 62,000	49,600 - 66,133	45,000 - 66,365	52,000 - 65,000	52,000 - 77,440	48,000 - 72,700	54,600 - 68,250	54,600 - 78,667
The University of Hong Kong - HKU SPACE <sup>[2]</sup> & HKU SPACE Community College	52,500 - 62,000	57,200	72,000	52,500 - 72,000	59,200	46,200 - 108,500	52,500 - 72,000	48,000	46,200 - 108,500
Tung Wah College	52,500 - 79,200	66,000 - 99,200	66,000 - 90,600	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600	52,500 - 76,250	66,000 - 108,800	42,000 - 90,600
Vocational Training Council <sup>[2]</sup>	46,500 - 47,750	66,150 - 75,900	55,000 - 75,400	46,500 - 47,750	66,150 - 75,900	57,800 - 75,400	48,600 - 49,800	66,000 - 79,200	58,700 - 86,800
Yew Chung Community College	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-
YMCA College of Careers	43,000	-	-	44,250	-	-	46,000	-	-

**Notes:**

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

"-" Denotes no related programmes were offered.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing  
Sub-degree and Undergraduate Programmes<sup>^</sup>  
for the 2015/16 Academic Year (as at 31 January 2015)**

Institution	Estimated Intake Places <sup>#</sup>	
	Sub-degree	Undergraduate <sup>^</sup>
Caritas Bianchi College of Careers	270	-
Caritas Institute of Community Education	296	-
Caritas Institute of Higher Education	300	360
Centennial College	-	440
Chu Hai College of Higher Education	-	1 010
City University of Hong Kong - Community College of City University	2 500	-
Hang Seng Management College	-	1 242 <sup>*</sup>
HKCT Institute of Higher Education	-	25
HKU SPACE Po Leung Kuk Community College	1 900	-
Hong Kong Art School	80	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 993	120
Hong Kong College of Technology	375	-
Hong Kong Institute of Technology	400	250
Hong Kong Nang Yan College of Higher Education	90	120
Hong Kong Shue Yan University	-	1 283
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	680	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 400	-
The Hong Kong Institute of Education	126	379
The Hong Kong Polytechnic University - Hong Kong Community College	3 640 <sup>*</sup>	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 120	1 815
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 500 <sup>*</sup>	120
Tung Wah College	150	710
Vocational Training Council <sup>&amp;</sup>	3 530	650
Yew Chung Community College	60	-
YMCA College of Careers	90	-

## Notes:

<sup>^</sup> Including 940 subsidised places under the “Study Subsidy Scheme for Designated Professions/Sectors (SSSDP)”.

<sup>#</sup> Figures are provided by institutions for planning of intake places. They may not be the admission targets of individual institutions. Updated figures will also be provided periodically.

<sup>\*</sup> Provisional figure provided by institution.

<sup>&</sup> Excluding subvented programmes.

“-” Indicates that no such programmes will be offered by the institutions.

--END--

**CONTROLLING OFFICER'S REPLY****EDB208****(Question Serial No. 3056)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the small class teaching (SCT) policy in primary schools,

(a) please give a breakdown, for each of the 18 districts in Hong Kong from 2011/12 to 2014/15 school years:

(1) of the number of schools implementing SCT with a class size of 25, their percentage share in the total number of primary schools in the respective districts, and the number of Primary 1 (P1) places and students in the respective districts.

(2) of the number of schools maintaining a class size of 30, their percentage share in the total number of primary schools in the respective districts.

(3) of the number of schools which have implemented SCT and subsequently been allocated with more than 25 students, their respective class size upon such allocation, their percentage share in the total number of primary schools in the respective districts, as well as their numbers of students involved.

(b) what were the actual teacher-to-student ratio and teacher-to-class ratio in the 2014/15 school year?

(c) how many schools have to increase their class size of P1 in order to cater for the increase in the number of cross-boundary students and what are the total numbers of school places involved in the 2014/15 school year and expected for the 2015/16 school year? Please give a breakdown of the distribution of these schools by district, the increase in the numbers of places in each class and each of the respective schools.

(d) how many schools were required to increase their number of P1 classes due to insufficient school places in the respective districts?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 43)

Reply:

(a)(1)& (2) The number of public sector primary schools by district with breakdown of schools implementing small class teaching (i.e. allocated 25 students per Primary One (P1) class) and those maintaining 30 students per P1 class from the 2011/12 to 2014/15 school years, as well as the total number of P1 places and students in the respective school years, are tabulated at Annex A.

(a)(3) According to the latest information available, the school-age population aged 6 is projected to increase temporarily in the coming few years and reach the peak in 2018, and then decrease progressively to a stable level. The school-age population aged 6 is generally considered appropriate for admission to P1. The demand for public sector P1 places is also projected to

increase correspondingly in this transitional period.

The projected transient increasing demand for P1 places in the run up to 2018 is mainly due to babies born to Mainland women in Hong Kong whose spouses are not Hong Kong permanent residents, i.e. Type II babies, before the implementation of the “zero delivery quota” policy in 2013. Nonetheless, any deviations in the assumptions (such as the actual numbers of Type II babies to settle in Hong Kong for settlement and the timing) from the eventual situation may render the projected figures different from the actual turnout figures. For those Type II babies that do not return to Hong Kong for settlement, some of them will attend school in Hong Kong every day as cross-boundary students (CBS). Among CBS are also children of Hong Kong residents living in Shenzhen and the number of CBS seeking admission to P1 is difficult to be predicted accurately. Besides, due to various factors in particular parental choice, there are uncertainties about the actual demand for school places in districts / school nets under the Primary One Admission (POA) System. These year-on-year changes are therefore not fully foreseeable.

To alleviate the impact of increasing CBS on primary schools in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child’s POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

In parallel, EDB and the school sector have reached a consensus that construction of new schools to meet the transient increase in demand should be avoided in light of the scarcity of land resources. Instead, flexible arrangements including, among others, temporarily allocating more students to each P1 class should be adopted to increase the supply of P1 places during the transitional period.

The number of schools implementing small class teaching in the districts which have been allocated more students per P1 class under the POA to meet the projected transient increase in demand from the 2011/12 to 2014/15 school years, their percentage share in the total number of primary schools in the districts as well as the number of students involved are tabulated at [Annex B](#).

- (b) In the 2014/15 school year, the overall teacher-to-student ratio in public sector primary schools is 1:14 and the overall ratio of teachers to operating class is 1.9:1.
- (c) Various factors specifically the demand for P1 places from Type II babies including CBS attributing to the temporary increase of class size of P1 in some schools, i.e. temporary allocation of more students per P1 class under POA, have been elucidated in (a)(3) above. Please refer to [Annex B](#) for the number of schools which were allocated temporarily more students per P1 class with breakdown by district, and the increase in the number of places in the 2014/15 school year. The relevant estimated figures for the 2015/16 school year have also been tabulated at [Annex B](#).
- (d) Referring to the districts / school nets with temporary allocation of more students per P1 class in the 2014/15 and as expected in the 2015/16 school years, 2 schools have changed the use of one of their other rooms (with no special rooms involved) for operation of 2 additional P1 classes in the 2015/16 school year and nil in the 2014/15 school year.

District [school-netting under Primary One Admission System]	2011/12 school year					2012/13 school year					2013/14 school year					2014/15 school year				
	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students
Central & Western [Net 11]	17	10 [58.8]	7 [41.2]	1 235	1 166	17	10 [58.8]	7 [41.2]	1 210	1 194	17	10 [58.8]	7 [41.2]	1 385	1 396	16	10 [62.5]	6 [37.5]	1 360	1 394
Wan Chai [Net 12]	16	10 [62.5]	6 [37.5]	1 355	1 343	16	10 [62.5]	6 [37.5]	1 330	1 362	16	10 [62.5]	6 [37.5]	1 430	1 448	16	10 [62.5]	6 [37.5]	1 430	1 478
Eastern [Net 14 & 16]	27	17 [63]	10 [37]	2 450	2 324	27	17 [63]	10 [37]	2 600	2 473	27	17 [63]	10 [37]	2 775	2 718	27	17 [63]	10 [37]	2 800	2 830
Southern [Net 18]	11	9 [81.8]	2 [18.2]	895	850	11	9 [81.8]	2 [18.2]	870	804	11	9 [81.8]	2 [18.2]	920	898	11	9 [81.8]	2 [18.2]	920	884
Yau Tsim Mong [Net 31 & 32]	19	8 [42.1]	11 [57.9]	1 910	1 781	19	11 [57.9]	8 [42.1]	1 925	1 930	19	11 [57.9]	8 [42.1]	2 075	2 115	19	11 [57.9]	8 [42.1]	2 200	2 219
Sham Shui Po [Net 40]	21	8 [38.1]	13 [61.9]	2 125	2 052	21	12 [57.1]	9 [42.9]	2 135	2 167	21	12 [57.1]	9 [42.9]	2 310	2 398	21	12 [57.1]	9 [42.9]	2 390	2 434
Kowloon City [Net 34, 35 & 41]	33	23 [69.7]	10 [30.3]	3 005	2 938	33	23 [69.7]	10 [30.3]	3 105	3 158	33	23 [69.7]	10 [30.3]	3 205	3 151	33	23 [69.7]	10 [30.3]	3 180	3 271
Wong Tai Sin [Net 43 & 45]	27	24 [88.9]	3 [11.1]	2 315	2 157	27	24 [88.9]	3 [11.1]	2 365	2 287	27	24 [88.9]	3 [11.1]	2 440	2 521	27	24 [88.9]	3 [11.1]	2 690	2 706
Kwun Tong [Net 46 & 48]	32	26 [81.3]	6 [18.7]	3 590	3 572	32	27 [84.4]	5 [15.6]	3 670	3 786	32	27 [84.4]	5 [15.6]	3 820	3 929	32	27 [84.4]	5 [15.6]	4 185	4 061
Sai Kung [Net 95]	22	22 [100]	0 [0]	1 875	1 766	22	22 [100]	0 [0]	1 950	1 827	22	22 [100]	0 [0]	2 075	1 996	22	22 [100]	0 [0]	2 250	2 192
Sha Tin [Net 88, 89 & 91]	38	28 [73.7]	10 [26.3]	3 645	3 541	38	28 [73.7]	10 [26.3]	3 765	3 733	38	28 [73.7]	10 [26.3]	4 040	4 139	38	28 [73.7]	10 [26.3]	4 315	4 404
Tai Po [Net 84]	18	16 [88.9]	2 [11.1]	1 745	1 680	18	16 [88.9]	2 [11.1]	2 045	2 042	18	16 [88.9]	2 [11.1]	2 195	2 281	18	16 [88.9]	2 [11.1]	2 310	2 394
North [Net 80, 81 & 83]	28	18 [64.3]	10 [35.7]	2 830	2 995	28	18 [64.3]	10 [35.7]	3 187	3 233	28	18 [64.3]	10 [35.7]	3 527	3 495	28	18 [64.3]	10 [35.7]	3 115	3 334
Yuen Long [Net 72, 73 & 74]	45	40 [88.9]	5 [11.1]	3 950	3 953	45	40 [88.9]	5 [11.1]	4 375	4 367	45	40 [88.9]	5 [11.1]	4 750	4 841	45	40 [88.9]	5 [11.1]	5 484	5 500
Tuen Mun [Net 70 & 71]	34	29 [85.3]	5 [14.7]	3 040	2 984	34	30 [88.2]	4 [11.8]	3 345	3 306	34	30 [88.2]	4 [11.8]	3 715	3 776	34	30 [88.2]	4 [11.8]	4 020	4 028
Tsuen Wan [Net 62]	18	10 [55.6]	8 [44.4]	1 740	1 784	18	10 [55.6]	8 [44.4]	1 740	1 827	18	10 [55.6]	8 [44.4]	1 815	2 130	18	10 [55.6]	8 [44.4]	2 080	2 146
Kwai Tsing [Net 64, 65 & 66]	33	21 [63.6]	12 [36.4]	3 190	3 010	33	22 [66.7]	11 [33.3]	3 270	3 099	33	22 [66.7]	11 [33.3]	3 270	2 923	33	22 [66.7]	11 [33.3]	3 030	2 947
Islands [Net 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	905	828	16	15 [93.8]	1 [6.2]	855	798	16	15 [93.8]	1 [6.2]	855	795	16	15 [93.8]	1 [6.2]	830	787

## Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2011, 2012, 2013 and 2014.
- Figures on total no. of Primary One students in 2013/14 and 2014/15 refer to enrolment in public sector schools by administrative districts, instead of POA school nets.



	2011/12 school year (Note 1)	2012/13 school year (Note 1)	2013/14 school year (Note 1)	2014/15 school year (Note 1)			2015/16 school year (Note 1 & 2)	
District	North District	North District	North District	Kwun Tong	Yuen Long (Note 3)	Tai Po	Yuen Long (Note 3)	Tai Po
Total number of schools implementing small class teaching (SCT)	18	18	18	27	16	16	16	16
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district )	16 (57%)	16 (57%)	18 (64%)	24 (75%)	16 (76%)	16 (89%)	Estimated to be 16 (76%)	Estimated to be 16 (89%)
Number of students per P1 class upon allocation	26	27	32	30	31 for School Net 73 30 for School Net 74	30	Estimated to be 30	Estimated to be 30
Number of students allocated	64	122	448	528	302	340	NA	NA

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2011, 2012, 2013, 2014 and 2015.
- The situation of the 2015/16 school year is an estimated one which was worked out based on the number of POA applicants as at early February 2015. The total number of additional P1 places involved is estimated to be 280 in Yuen Long (school nets 73 and 74 only) and 335 in Tai Po.
- Under the POA System, Yuen Long comprises School Nets 72, 73 and 74. The temporary arrangement of allocating more students per P1 class was adopted and would be adopted in School Nets 73 and 74 only in the 2014/15 school year and 2015/16 school year respectively. The schools in School Net 72 are therefore not included in the above table.

- End -

**CONTROLLING OFFICER'S REPLY****EDB209****(Question Serial No. 3057)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Direct Subsidy Scheme, please list by year from 2012/13 to 2014/15:

- a) the names of the participating secondary and primary schools
- b) the numbers of students per class in these schools
- c) the numbers of students receiving grants in each school year in these schools
- d) the numbers of students receiving scholarships in each school year in these schools
- e) the amounts of scholarships unused in these schools
- f) the amounts of grants unused in these schools

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 44)

Reply:

## a) and b)

The list of secondary and primary schools under the Direct Subsidy Scheme (DSS) and the number of their students from the 2012/13 to 2014/15 school years are tabulated at Appendix 1. Unlike aided schools for which resources are often provided on a class basis, subvention to DSS schools is calculated on a per capita basis. DSS schools exercise flexibility in adapting their class size to suit pedagogical needs. As such, the total number of students in each DSS school instead of the number of students per class is provided.

## c) and d)

DSS schools are only required to provide in their annual audited accounts information on the amount having been set aside as reserve for fee remission and scholarship scheme, as well as the total annual expenditure. They are not required to provide a separate breakdown for fee remission, scholarship and the number of students benefitted. Therefore, we have no detailed information on the number of students receiving grants/ scholarship in DSS schools.

## e) and f)

DSS schools are required to set aside at least 10% of their total school fee income as reserve for the fee remission and scholarship scheme. If a DSS school charges a school fee between 2/3 (two-thirds) and

2 1/3 (two and one-third) of the DSS unit subsidy rate, the school should set aside 50 cents for the fee remission and scholarship scheme for every additional dollar charged over and above 2/3 (two-thirds) of the DSS unit subsidy rate. DSS schools can use the reserve flexibly and appropriately to benefit eligible students. The amount of expenditure exceeding the required provision for the fee remission and scholarship reserve and the unused amount of the reserve as reflected in the latest 2012/13 audited accounts of DSS schools are tabulated at Appendix 2.

**List of DSS Secondary and Primary Schools with Number of Students  
from the 2012/13 to 2014/15 School Years**

School Name	Number of Students <sup>Note</sup>		
	2012/13	2013/14	2014/15
<b>Primary</b>			
Delia (Man Kiu) English Primary School	540	564	548
Fukien Secondary School Affiliated School	516	564	624
HKUGA Primary School	719	718	730
Lingnan University Hong Kong Alumni DSS Primary School	293	313	314
PLK Camoes Tan Siu Lin Primary School	996	974	966
PLK HKTA Yuen Yuen Primary School	731	741	746
PLK Lam Man Chan English Primary School	589	649	686
PLK Luk Hing Too Primary School	615	633	660
St. Paul's Co-educational College Primary School	839	851	843
St. Paul's College Primary School	562	577	575
WF Joseph Lee Primary School	823	833	847
Ying Wa Primary School	922	924	927
<b>Primary cum Secondary</b>			
Diocesan Boys' School	2 299	2 315	2 330
ELCHK Lutheran Academy	621	812	951
Evangel College	1 819	1 780	1 736
G. T. (Ellen Yeung) College	1 049	1 036	1 086
HKBUAS Wong Kam Fai Secondary and Primary School	1 760	1 744	1 732
HKCCC Union Logos Academy	2 082	2 070	2 118
Hon Wah College	984	999	1 065
Pui Kiu College	1 475	1 518	1 579
St. Margaret's Co-educational English Secondary and Primary School	1 086	1 077	1 052
<b>Secondary</b>			
Buddhist Fat Ho Memorial College	383	375	348
Caritas Charles Vath College	112	120	119
CCC Kung Lee College	319	344	342
Chan Shu Kui Memorial School	1 041	976	899
China Holiness College	512	519	491
Chinese Y.M.C.A. Secondary School	1 118	1 079	1 064
Confucius Hall Secondary School	278	235	234
Creative Secondary School	728	755	791
Delia Memorial School (Broadway)	890	899	912
Delia Memorial School (Glee Path)	527	498	473
Delia Memorial School (Hip Wo)	1 425	1 421	1 373
Delia Memorial School (Matteo Ricci)	455	437	357
Delia Memorial School (Yuet Wah)	505	413	310
Diocesan Girls' School	1 117	1 113	1 099
ECF Saint Too Canaan College	717	758	782
Fanling Lutheran Secondary School	1 200	1 201	1 186
Fukien Secondary School	1 271	1 238	1 199
Good Hope School	1 264	1 246	1 252

School Name	Number of Students <sup>Note</sup>		
	2012/13	2013/14	2014/15
Heep Yunn School	1 077	1 067	1 060
Heung To Middle School	959	922	923
Heung To Middle School (Tin Shui Wai)	902	875	826
Heung To Secondary School (Tseung Kwan O)	726	680	616
HKFYG Lee Shau Kee College	704	678	707
HKICC Lee Shau Kee School of Creativity	358	340	389
HKMA David Li Kwok Po College	810	816	823
HKUGA College	932	915	903
Kiangsu-Chekiang College	734	642	542
Kowloon Sam Yuk Secondary School	850	777	701
Lam Tai Fai College	767	764	745
Law Ting Pong Secondary School	888	826	746
Li Po Chun United World College of Hong Kong	253	255	255
Mu Kuang English School	NA	1 151	1 110
Pak Kau College	878	861	824
PLK Laws Foundation College	708	683	677
PLK Ngan Po Ling College	903	901	901
Pui Kiu Middle School	928	921	900
QualiEd College	953	942	953
St. Margaret's Girls' College, Hong Kong	469	456	372
St. Paul's Co-educational College	1 238	1 226	1 225
St. Paul's College	1 028	1 042	1 036
St. Paul's Convent School	1 244	1 210	1 179
St. Stephen's College	955	906	910
Stewards Pooi Kei College	1 034	1 019	995
Tai Po Sam Yuk Secondary School	711	692	660
Tak Sun Secondary School	890	873	875
The Chinese Foundation Secondary School	872	894	908
Tsung Tsin Christian Academy	692	652	654
United Christian College (Kowloon East)	875	865	881
Wai Kiu College	714	703	709
Workers' Children Secondary School	697	657	651
Yeo Chei Man Senior Secondary School	218	67	NA
Ying Wa College	1 146	1 139	1 129
YMCA of Hong Kong Christian College	953	938	936

Note: As at October of the respective school years.

**Unused Amount / Expenditure Exceeding Required Provision  
of Fee Remission and Scholarship Reserve for the 2012/13 School Year<sup>Note 1</sup>  
(as reflected in the 2012/13 Audited Accounts)**

<b>No.</b>	<b>Name of School<sup>Note 2</sup></b>	<b>Unused Amount / (Expenditure Exceeding Required Provision)<sup>Note 3</sup></b>
1	School A	(34,880)
2	School B	(120)
3	School C	4,120
4	School D	39,540
5	School E	47,140
6	School F	65,706
7	School G	139,022
8	School H	249,307
9	School I	429,877
10	School J	512,282
11	School K	549,619
12	School L	1,968,124
13	School M	(7,182,266)
14	School N	(2,210,964)
15	School O	(1,615,712)
16	School P	(1,335,317)
17	School Q	(1,021,607)
18	School R	(147,955)
19	School S	(125,400)
20	School T	74,832
21	School U	709,449
22	School V	(9,731,594)
23	School W	(1,865,891)
24	School X	(1,178,152)
25	School Y	(1,171,655)
26	School Z	(1,057,850)
27	School AA	(945,072)
28	School AB	(895,775)

<b>No.</b>	<b>Name of School</b> <sup>Note 2</sup>	<b>Unused Amount / (Expenditure Exceeding Required Provision)</b> <sup>Note 3</sup>
29	School AC	(849,991)
30	School AD	(785,116)
31	School AE	(752,900)
32	School AF	(606,986)
33	School AG	(599,645)
34	School AH	(575,690)
35	School AI	(533,402)
36	School AJ	(481,737)
37	School AK	(447,820)
38	School AL	(418,284)
39	School AM	(413,050)
40	School AN	(387,124)
41	School AO	(380,400)
42	School AP	(275,275)
43	School AQ	(270,641)
44	School AR	(250,662)
45	School AS	(214,500)
46	School AT	(188,595)
47	School AU	(186,041)
48	School AV	(157,015)
49	School AW	(146,674)
50	School AX	(135,475)
51	School AY	(134,436)
52	School AZ	(134,210)
53	School BA	(111,839)
54	School BB	(100,834)
55	School BC	(74,010)
56	School BD	(72,375)
57	School BE	(60,945)
58	School BF	(57,335)
59	School BG	(33,570)
60	School BH	(14,580)

<b>No.</b>	<b>Name of School</b> <sup>Note 2</sup>	<b>Unused Amount / (Expenditure Exceeding Required Provision)</b> <sup>Note 3</sup>
61	School BI	(3,516)
62	School BJ	0
63	School BK	0
64	School BL	88,274
65	School BM	94,794
66	School BN	106,350
67	School BO	109,823
68	School BP	111,491
69	School BQ	121,876
70	School BR	239,182
71	School BS	714,674
72	School BT	1,623,806
73	School BU	3,183,160

Note 1: DSS schools are required to submit their 2013/14 audited accounts to the Education Bureau by end of March 2015.

Note 2: The names of DSS schools are not provided as the submission of the annual audited accounts to the Education Bureau is solely for audit purpose.

Note 3: The figures in brackets represent the total expenditure on fee remission and scholarship exceeding the required provision.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB210**

**(Question Serial No. 3058)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Regarding the plan to provide financial and professional support on a pilot basis to local public sector and Direct Subsidy Scheme (DSS) schools having formed sister school with schools in the Mainland, please provide the following information:

- (1) the names and numbers of the local public sector and DSS schools in the past 3 years and those that are expected to join the pilot plan in the 2015/16 school year;
- (2) the form of financial support in this plan;
- (3) the conditions for financial support in this plan;
- (4) the details of the professional support in this plan and the organisations responsible for providing it;
- (5) the estimated amount of financial support to be provided in this plan and the expenditure on the manpower involved; and
- (6) how to review the effectiveness of the Sister School Scheme in the past? What are the details?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 45)

Reply:

Subject to the approval of the Finance Committee, the Education Bureau (EDB) plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. Implementation details are being worked out. We will provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited

Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million. Since the pilot scheme has yet to be launched, we do not have information on the number and names of schools as requested.

Over the years, the EDB has collected views from schools in Hong Kong having formed sister school(s) with the Mainland through different means, such as surveys, sharing sessions and seminars conducted from time to time as well as day-to-day contacts. Schools in general reflected that sister school activities have helped to enhance professional exchange and sharing among teachers and understanding among students between Hong Kong and the Mainland, thereby facilitating cultural interflow, expanding schools' network, enhancing teachers' professionalism and broadening students' horizon.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB211**

**(Question Serial No. 3059)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the Self-financing Post-secondary Education Fund (SPEF), please provide information on the following:

- (1) the number and total amount of scholarships disbursed and the fund balance of the SPEF in each of 2013/14 and 2014/15;
- (2) the numbers of local recipients (in percentage) and non-local recipients (in percentage) and the total number of recipients of the Self-financing Post-secondary Scholarship Scheme (SPSS) under the SPEF in 2014-15;
- (3) the number of non-local SPSS recipients in 2014-15, with a breakdown by place of origin;
- (4) the number of non-local SPSS recipients under the SPEF who worked in Hong Kong, pursued further study in Hong Kong and left Hong Kong after graduation and the respective percentages in 2014-15; and
- (5) the numbers of recipients pursuing full-time self-financing degree and sub-degree programmes and the total number of recipients of the SPSS in 2014-15, with a breakdown by institution.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 46)

Reply:

- (1) The \$3.52 billion Self-financing Post-secondary Education Fund (SPEF) is set up as an endowment fund that generates recurrent income to support the quality and healthy development of the self-financing sector and further enhance Hong Kong's status as a regional education hub. SPEF provides scholarships for outstanding students of full-time locally-accredited self-financing sub-degree and undergraduate programmes under the Self-financing Post-secondary Scholarship Scheme (SPSS) as well as supports quality enhancement projects by institutions.

The number of recipients, amount of scholarships and awards given out under SPSS and the fund balance of SPEF in the 2013/14 and 2014/15 academic years are set out as follows –

Academic Year	Number of Recipients of Scholarships and Awards	Amount of Scholarships and Awards Given out (\$ million)	Fund Balance (\$ million)
2013/14	3 545	67	3,701*
2014/15	4 139	72 <sup>#</sup>	3,661 <sup>^</sup>

**Notes:**

\* Fund balance as at end August 2014.

<sup>^</sup> Estimated Fund balance as at end August 2015.

<sup>#</sup> We expect to disburse about \$72 million of scholarships and awards later in the 2014/15 academic year.

- (2) The number of local recipients, non-local recipients and total number of recipients under SPSS in the 2014/15 academic year are as follows –

SPSS	2014/15 Academic Year	
	Number	%
Local recipients	4 051	97.9
Non-local recipients	88	2.1
<b>Total</b>	<b>4 139</b>	<b>100</b>

- (3) The number of non-local scholarship and award recipients by place of origin in the 2014/15 academic year is shown in the table below –

Places of Origin	2014/15 Academic Year
Mainland China	71
The Philippines	3
United States	3
Germany	2
Australia	1
Indonesia	1
Israel	1
Korea	1
Mexico	1
Nepal	1
Pakistan	1
Republic of South Africa	1
Sweden	1
<b>Total</b>	<b>88</b>

- (4) All the 88 non-local scholarship and award recipients for the 2014/15 academic year have yet to graduate from the programmes.
- (5) As a general point, funding for SPSS is allocated to participating institutions offering full-time locally-accredited self-financing undergraduate and sub-degree programmes for nominations on a pro rata basis with reference to the actual enrolment of such programmes in the current academic year. The number of scholarship and award recipients pursuing full-time locally-accredited self-financing undergraduate and sub-degree programmes in the 2014/15 academic year, with a breakdown by institution, are at [\*\*Annex\*\*](#).

**Number of Scholarship and Award Recipients  
Pursuing Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Programmes  
in the 2014/15 Academic Year**

Institution	2014/15 Academic Year		
	Undergraduate	Sub-degree	Total
Caritas Bianchi College of Careers	-	22	22
Caritas Institute of Higher Education	20	32	52
Centennial College	32	-	32
Chu Hai College of Higher Education	91	-	91
City University of Hong Kong	21	-	21
Community College of City University	-	402	402
School of Continuing and Professional Education, City University of Hong Kong	92	-	92
Hang Seng Management College	236	4	240
HKU SPACE Po Leung Kuk Community College	-	120	120
Hong Kong Art School	3	7	10
Hong Kong Baptist University	10	15	25
Hong Kong Baptist University - College of International Education	96	221	317
Hong Kong Baptist University - School of Continuing Education	8	9	17
Hong Kong College of Technology	-	36	36
Hong Kong Institute of Technology	34	28	62
Hong Kong Shue Yan University	230	-	230
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	38	-	38
School of Continuing and Professional Studies, The Chinese University of Hong Kong	25	130	155
The Community College at Lingnan University	-	58	58
Lingnan Institute of Further Education	-	41	41
The Hong Kong Institute of Education	78	22	100
The Hong Kong Polytechnic University	38	-	38
Hong Kong Community College	-	428	428
School of Professional Education and Executive Development, The Hong Kong Polytechnic University	139	-	139
HKU SPACE Community College	-	255	255
HKU School of Professional and Continuing Education	23	-	23
The Open University of Hong Kong	279	28	307
Tung Wah College	45	6	51
Vocational Training Council	246	482	728
Yew Chung Community College	-	7	7
YMCA College of Careers	-	2	2
<b>Total</b>	<b>1 784</b>	<b>2 355</b>	<b>4 139</b>

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**CONTROLLING OFFICER'S REPLY**

**EDB212**

**(Question Serial No. 3060)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please provide information on the tuition fee of self-financing undergraduate programmes in the 2014/15 academic year by education institutions and programmes.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 47)

Reply:

According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing undergraduate programmes in the 2014/15 academic year by institution and by programme are set out at **Annex**.

**Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Programme for the 2014/15 Academic Year**

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies	64,023
	Bachelor of Business Administration (Honours)	64,023
	Bachelor of Nursing (Honours)	89,100
	Bachelor of Social Sciences (Honours)	64,023
Centennial College	Bachelor of Arts (Honours) Programme	87,000
	Bachelor of Professional Accounting (Honours) Programme	87,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Programme	65,833
	Bachelor of Arts (Honours) in Chinese Literature Degree Programme	65,000
	Bachelor of Arts (Honours) in English for Professional Communication Degree Programme	65,000
	Bachelor of Arts (Honours) in Journalism & Communication Degree Programme	65,000
	Bachelor of Business Administration (Honours) Degree Programme	65,000
	Bachelor of Business Administration (Honours) in Business Information Systems Degree Programme	65,000
	Bachelor of Business Administration (Honours) in Finance Degree Programme	65,000
	Bachelor of Commerce (Honours) in Accounting and Banking Degree Programme	65,000
	Bachelor of Engineering (Honours) in Civil Engineering Programme	65,000
	Bachelor of Science (Honours) in Architecture Programme	65,000
	Bachelor of Science (Honours) in Computer Science Degree Programme	65,000
Hang Seng Management College	Bachelor of Arts in English (Honours)	69,000
	Bachelor of Business Administration (Honours)	69,000
	Bachelor of Business Administration (Honours) in Corporate Governance	69,000
	Bachelor of Business Administration (Honours) in Financial Analysis	69,000
	Bachelor of Business Administration (Honours) in Management	69,000
	Bachelor of Business Administration (Honours) in Supply Chain Management	69,000
	Bachelor of Journalism and Communication (Honours)	69,000
	Bachelor of Management Science and Information Management (Honours)	69,000
	Bachelor of Science (Honours) in Data Science and Business Intelligence	69,000
	Bachelor of Translation with Business (Honours)	69,000
HKCT Institute of Higher Education	Bachelor of Social Sciences (Honours) in Social Development Studies	64,750

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Hong Kong Art School (a division of Hong Kong Arts Centre)	Bachelor of Arts (Fine Art)	81,400
Hong Kong Baptist University - School of Continuing Education	Bachelor of Education (Honours) in Early Childhood Education	58,720
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance	57,533
	BA (Hons) Business Management	57,533
	BA (Hons) Marketing and Advertising	57,533
	BSc (Hons) Computing	57,533
	BSc (Hons) Crime and Investigation	57,533
Hong Kong Nang Yan College of Higher Education	Bachelor of Arts (Honours) in Chinese Programme	60,000
	Bachelor of Business Administration (Honours) in Accounting Programme	60,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	60,000
	Bachelor of Arts with Honours in Economics and Finance	60,000
	Bachelor of Arts with Honours in English	60,000
	Bachelor of Arts with Honours in History	60,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	60,000
	Bachelor of Business Administration with Honours	60,000
	Bachelor of Commerce with Honours in Accounting	60,000
	Bachelor of Commerce with Honours in Law and Business	60,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	60,000
	Bachelor of Social Sciences with Honours in Psychology	60,000
	Bachelor of Social Sciences with Honours in Sociology	60,000
	Bachelor of Social Work with Honours	60,000
SCAD Foundation (Hong Kong) Limited	Bachelor of Fine Arts in Advertising	282,215
	Bachelor of Fine Arts in Animation	282,215
	Bachelor of Fine Arts in Fashion	282,215
	Bachelor of Fine Arts in Fashion Marketing and Management	282,215
	Bachelor of Fine Arts in Graphic Design	282,215
	Bachelor of Fine Arts in Illustration	282,215
	Bachelor of Fine Arts in Interactive Design and Game Development	282,215
	Bachelor of Fine Arts in Interior Design	282,215
	Bachelor of Fine Arts in Motion Media Design	282,215
	Bachelor of Fine Arts in Painting	282,215
	Bachelor of Fine Arts in Photography	282,215
	Bachelor of Fine Arts in Sequential Art	282,215
	Bachelor of Fine Arts in Visual Effects	282,215
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Education for Sustainability	80,000



Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Arts (Honours) in Human and Organizational Development	84,000
	Bachelor of Arts (Honours) in Liberal Studies Education	78,000
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	75,000
	Bachelor of Social Science Education (Honours) (Greater China Studies)	75,000
The Hong Kong University of Science and Technology	Bachelor of Business Administration in World Business	247,759
The Open University of Hong Kong	Bachelor of Arts with Honours in Chinese	54,600
	Bachelor of Arts with Honours in Creative Advertising and Media Design	55,845
	Bachelor of Arts with Honours in Creative Writing and Film Arts	55,741
	Bachelor of Arts with Honours in Language Studies and Translation	54,600
	Bachelor of Business Administration in Accounting	54,600
	Bachelor of Business Administration in Banking and Finance	54,600
	Bachelor of Business Administration in China Business	54,600
	Bachelor of Business Administration in Corporate Administration	54,600
	Bachelor of Business Administration in Human Resource Management	54,600
	Bachelor of Business Administration in International Business	54,600
	Bachelor of Business Administration in Management	54,600
	Bachelor of Business Administration in Marketing	54,600
	Bachelor of Business Administration with Honours in Business Management	54,600
	Bachelor of Business Administration with Honours in Corporate Governance	54,600
	Bachelor of Business Administration with Honours in Global Business and Marketing	54,600
	Bachelor of Business Administration with Honours in Professional Accounting	54,600
	Bachelor of Computing with Honours in Internet Technology	54,600
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours	68,250
	Bachelor of Engineering with Honours in Electronic and Computer Engineering	58,813
	Bachelor of English Language Studies with Honours	54,600
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	56,364
	Bachelor of Fine Arts with Honours in Photographic Digital Art	56,156

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
	Bachelor of Language Studies with Honours (Applied Chinese Language Studies)	54,600
	Bachelor of Nursing with Honours in General Health Care	62,760
	Bachelor of Nursing with Honours in Mental Health Care	62,760
	Bachelor of Science with Honours in Testing and Certification	60,813
	Bachelor of Social Sciences with Honours in Applied Economics	54,600
	Bachelor of Social Sciences with Honours in Applied Social Studies	54,600
	Bachelor of Social Sciences with Honours in Politics and Public Administration	54,600
	Bachelor of Social Sciences with Honours in Psychology	54,600
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance	66,000
	Bachelor of Arts with Honours in Business Management	66,000
	Bachelor of Science with Honours in Psychology	66,000
The University of Hong Kong - HKU School of Professional and Continuing Education	BSc Accounting and Finance	48,000
	BSc Banking and Finance	48,000
	BSc Business and Management	48,000
	BSc Economics and Management	48,000
Tung Wah College	Bachelor of Business Administration (Honours)	66,000
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	90,000
	Bachelor of Health Science (Honours) (Nursing Major)	90,600
	Bachelor of Medical Science (Honours)	99,200
	Bachelor of Science (Honours) in Occupational Therapy	108,800
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council - Technological and Higher Education Institute of Hong Kong (THEi)	Bachelor of Arts (Honours) in Advertising	79,200
	Bachelor of Arts (Honours) in Culinary Arts and Management	79,200
	Bachelor of Arts (Honours) in Fashion Design	79,200
	Bachelor of Arts (Honours) in Hotel Operations Management	72,600
	Bachelor of Arts (Honours) in Landscape Architecture	79,200
	Bachelor of Arts (Honours) in Product Design	79,200
	Bachelor of Arts (Honours) in Professional Accounting	66,000
	Bachelor of Engineering (Honours) in Civil Engineering	79,200
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	79,200
	Bachelor of Science (Honours) in Health Care	79,200
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	79,200
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	75,600

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**CONTROLLING OFFICER'S REPLY**

**EDB213**

**(Question Serial No. 3063)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

The Bureau will consider the recommendations to be made by the Committee on Free Kindergarten Education. In this regard, please provide the following information:

- (1) the staffing provision and salary expenditure of the Committee's research department from 2013-14 to 2014-15; and
- (2) what is the progress and details of the study on the demand for whole-day and long whole-day kindergarten places?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 52)

Reply:

(1)

For supporting the work of the Committee on Free Kindergarten Education (the Committee), we have created six additional non-directorate posts on a time-limited basis in 2013-14 and 2014-15 and redeployed resources from within the Education Bureau's existing provision. The total staffing provision for the six non-directorate posts in 2013-14 and 2014-15 is around \$10.67 million.

(2)

The Committee fully recognizes the contributions of half-day (HD), whole-day (WD) and long whole-day (LWD) kindergartens (KGs) in providing education and care services for KG students. It is also aware that HD, WD and LWD KGs have different operational needs due to their different operating hours, services provided and manpower requirements. A consultancy has been commissioned to study and make recommendations to the Committee on KG manpower requirements and remuneration. The Committee will make reference to the consultant's recommendations and propose how additional support could be provided for WD and LWD KGs so as to encourage them to offer more full-day services to cater for the needs of working parents.

- End -

**CONTROLLING OFFICER'S REPLY****EDB214****(Question Serial No. 3074)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

As announced in 2015 Policy Address, the Education Bureau has provided the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) for secondary and primary schools and will enhance school-based professional support and provide professional training programmes for teachers. In this connection, will the Education Bureau provide the following information:

- (a) tabulate the numbers of ethnic minority/non-Chinese speaking students currently studying in mainstream kindergartens, primary schools, secondary schools and tertiary institutions;
- (b) tabulate the details of the Education Bureau's support for ethnic minority/non-Chinese speaking students over the past five years and advise on the actual expenditure and manpower so involved;
- (c) What is the estimated expenditure and manpower involved in enhancing school-based professional support and providing professional training programmes for teachers under the “Chinese Language Curriculum Second Language Learning Framework”?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 29)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level in the 2014/15 school year is tabulated at Annex A.
- (b) The support measures for NCS students in the past five school years (i.e. from the 2010/11 to 2014/15 school years) and the expenditure are tabulated at Annex B.
- (c) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”), the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. In this connection, from the 2014/15 school year, EDB has enhanced the school-based professional support services for schools admitting NCS students through diversified modes. In addition to the professional support services provided under Language Learning Support Services, schools are also supported through the Professional Development Schools Scheme, the University-school Support Programmes, School Support Partners (Seconded Teacher), etc. funded by the Education Development Fund. In the 2014/15 school year, a total of 79 schools admitting NCS students are receiving the professional support services. In tandem, training programmes for Chinese Language teachers teaching NCS students are subsumed under the overall professional development programme of EDB. A total of 35 seminars and workshops have been arranged since June 2014 to enable every primary and secondary school admitting NCS students to have the professional development opportunities for their teachers to understand the “Learning Framework” as well as to use the assessment tools and planning tools effectively. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds, and a breakdown of expenditure is not available.

**Number of non-Chinese speaking (NCS) students  
by level in the 2014/15 school year**

<b>Level</b>	<b>No. of NCS students (Notes 1 and 2)</b>
Pre-primary (K1 to K3) (Note 3)	11 933
Primary (Primary 1 - 6) (Note 4)	8 697
Secondary (Secondary 1 - 6) (Note 4)	8 224

Notes:

1. Figures refer to the position as at September of 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.

**Educational support measures for non-Chinese speaking (NCS) students  
from the 2010/11 to 2014/15 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2010/11 school year \$ million</b>	<b>Actual expenditure in the 2011/12 school year \$ million</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Actual expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	15.6  Note	16.8  Note	17.5  Note	61.3  Note	197.7  Note
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	<p>An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note</p>	<p>An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note</p>	<p>An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note</p>	3.0  Note

Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.8	2.7	2.7	2.6	3.7
A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.  Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.	9.0	12.0	13.0	21.0	-
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	1.4	1.4	2.0	2.5	2.8

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	-	-	2.0
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education  Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	0.26	0.28	0.76	1.33	1.87
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	-	-	0.88	2.51	2.51
Support for kindergartens admitting NCS students -  (a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year  (b) School-based professional support services	-  -  -	-  -  -	3.3  -  -	3.0  Note	3.0  Note

Note: These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -



**CONTROLLING OFFICER'S REPLY****EDB215****(Question Serial No. 3075 )**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

The EDB will enhance and review the Business-School Partnership Programme in the next three years from the 2015/16 school year. Please provide, in a table format, details of the business organisations that had participated in career talks, workplace visits, mentorship programme and work experience programmes under the Business-School Partnership Programme in the 2014/15 school year.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 30)Reply:

From September 2014 to February 2015, the Education Bureau (EDB) has organised about 500 career exploration activities including career talks, workplace visits, mentorship programmes, work experience programmes, competitions, workshops and job shadowing, etc. under the Business-School Partnership Programme (BSPP) in collaboration with more than 80 participating companies and organisations. These companies and organisations cover different trades including hotel, social services, catering, logistic & transport, electrical, electronics & mechanical services, printing & publishing, banking & financing services, beauty, elderly care services, jewellery, retail and information technology industries, etc. Among these BSPP activities held between September 2014 and February 2015, those categorised under career talks, workplace visits, mentorship programmes and work experience programmes with organising companies/bodies are listed below:

<b>BSPP Activities</b>	<b>Name of Organising Bodies</b>	<b>No. of Activities</b>
Career Talks	Beauty Tech Institute Limited Cathay Pacific Catering Services (H.K.) Ltd. Consulate General of the United States Hong Kong & Macau Hairdressing Industry Training Advisory Committee HKU SPACE Gem & Jewellery Alumni Association Hutchison Whampoa Limited - Harbour Plaza Resort City Wing On Travel Qualifications Framework Secretariat	14

	The Dairy Farm Company, Limited The Hong Kong Institution of Engineers The Hongkong and Shanghai Banking Corporation Limited	
Workplace Visits	Aviation Security Company Limited Beauty Tech Institute Limited Cathay Pacific Airways Chinese Estates Holdings Limited Chow Tai Fook Jewellery Group Limited Civil Aviation Department Conrad Hong Kong Customs and Excise Department GS1 Hong Kong Highways Department Hong Kong Aero Engine Services Limited Hong Kong Aircraft Engineering Company Limited Royal Aeronautical Society (Hong Kong Branch) Hong Kong Internet of Things Centre of Excellence Hong Kong Science and Technology Parks Corporation Hong Kong SkyCity Marriott Hotel Hutchison Whampoa Limited - Harbour Plaza 8 Degrees Hutchison Whampoa Limited - Hutchison Telecommunications Hong Kong Holdings Limited InterContinental Hotels Group – InterContinental Hong Kong InterContinental Hotels Group - InterContinental Grand Stanford HK Microsoft Hong Kong Limited Ming Pao Daily News New World Facilities Management Company Limited Occupational Safety & Health Council Regal Hotels International - Regal Riverside Hotel Route 3 (CPS) Company Limited Tao Heung Group The Hongkong Electric Company, Limited The Kowloon Motor Bus Co. (1933) Ltd.	146
Mentorship Programmes	Hong Kong Jewellery & Jade Manufacturers Association Junior Achievement Hong Kong Rotary International District 3450 Young Entrepreneurs Development Council	141
Work Experience Programmes	Agriculture, Fisheries and Conservation Department Canon Hongkong Company Limited Hong Kong Blind Sports Federation Hong Kong Photo Imaging & Camera Expo Hong Kong Science and Technology Parks Corporation IKEA Hong Kong	6

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB216**

**(Question Serial No. 3076)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please list the estimate for the pay payable to the Secretary for Education, the Under Secretary and the Political Assistant respectively in 2015-16.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 31)

Reply:

The salaries of the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2015-16 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB217**

**(Question Serial No. 3077)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

- (1) What were the estimated and actual intakes of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years (i.e. 2012/13, 2013/14 and 2014/15)? Please provide a breakdown by academic year and post-secondary institution.
- (2) What were the level of tuition fees of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years (i.e. 2012/13, 2013/14 and 2014/15)? Please provide a breakdown by post-secondary institution.
- (3) In the 2015/16 academic year, what are the estimated number of places and level of tuition fees of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions? Please provide a breakdown by post-secondary institutions.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 32)

Reply:

- (1) On the basis of the information provided by institutions, the number of estimated intakes and actual intakes by institution for full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2012/13 to 2014/15 academic years is set out at **Annex A**.
- (2) According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2012/13 to 2014/15 academic years by institution are at **Annex B**.
- (3) The estimated intakes of institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes in the 2015/16 academic year are shown at **Annex C**. The Education Bureau is in the process of collecting data from institutions on the tuition fees of these programmes.

**Estimated and Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes  
by Institution from the 2012/13 Academic Year to the 2014/15 Academic Year**

Institution	2012/13 Academic Year <sup>[1]</sup>						2013/14 Academic Year <sup>[1]</sup>						2014/15 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes <sup>[2]</sup>		
	Sub-degree <sup>[3]</sup>	Undergraduate	Total	Sub-degree <sup>[3]</sup>	Undergraduate	Total	Sub-degree <sup>[3]</sup>	Undergraduate	Total	Sub-degree <sup>[3]</sup>	Undergraduate	Total	Sub-degree <sup>[3]</sup>	Undergraduate	Total	Sub-degree <sup>[3]</sup>	Undergraduate	Total
Caritas Bianchi College of Careers	340	-	340	179	-	179	400	-	400	215	-	215	290	-	290	195	-	195
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	60	-	60	36	-	36
Caritas Institute of Higher Education	360	480	840	180	60	240	400	360	760	216	73	289	340	660	1 000	209	168	377
Centennial College	-	400	400	-	231	231	-	240	240	-	154	154	-	320	320	-	112	112
Chu Hai College of Higher Education	-	1 450	1 450	-	852	852	-	725	725	-	309	309	-	880	880	-	381	381
City University of Hong Kong - Community College of City University	3 525	-	3 525	3 611	-	3 611	3 500	-	3 500	3 370	-	3 370	3 600	-	3 600	2 560	-	2 560
Hang Seng Management College	200	1 295	1 495	318	1 636	1 954	140	801	941	106	755	861	140	1 513	1 653	87	1 492	1 579
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	20	20	-	-	-
HKU SPACE Po Leung Kuk Community College	1 591	-	1 591	2 824	-	2 824	2 040	-	2 040	992	-	992	2 000	-	2 000	1 190	-	1 190
Hong Kong Adventist College <sup>[4]</sup>	40	-	40	1	-	1	40	-	40	-	-	-	-	-	-	-	-	-
Hong Kong Art School <sup>[5]</sup>	55	65	120	89	49	138	55	65	120	54	42	96	80	65	145	60	50	110
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	3 090	2 853	-	2 853	2 055	-	2 055	1 750	-	1 750	1 957	120	2 077	1 873	136	2009
Hong Kong College of	945	-	945	206	-	206	1 030	-	1 030	336	-	336	1 005	-	1 005	376	-	376

Institution	2012/13 Academic Year <sup>[1]</sup>						2013/14 Academic Year <sup>[1]</sup>						2014/15 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes <sup>[2]</sup>		
	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total
Technology																		
Hong Kong Institute of Technology	460	140	600	476	51	527	662	210	872	587	71	658	300	250	550	219	267	486
Hong Kong Nang Yan College of Higher Education	300	-	300	12	-	12	300	-	300	20	-	20	90	120	210	5	7	12
Hong Kong Shue Yan University	-	1 314	1 314	-	1 354	1 354	-	1 500	1 500	-	1 495	1 495	-	1 323	1 323	-	1 274	1 274
Kaplan Business and Accountancy School	160	-	160	14	-	14	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	2 880	3 514	-	3 514	2 000	-	2 000	1 333	-	1 333	1 665	-	1 665	628	-	628
Pui Ching Academy <sup>[6]</sup>	120	-	120	-	-	-	150	-	150	3	-	3	260	-	260	-	-	-
Sacred Heart Canossian College of Commerce	160	-	160	116	-	116	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	228	-	155	155	-	175	175	-	178	178	-	225	-	-	129	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	1 420	1 410	-	1 410	1 650	-	1 650	979	-	979	1 500	-	1 500	1 202	-	1 202
The Hong Kong Institute of Education	285	271	556	333	295	628	250	355	605	181	350	531	226	380	606	215	359	574
The Hong Kong Polytechnic University - Hong Kong Community College	4 500	-	4 500	4 704	-	4 704	4 000	-	4 000	3 810	-	3 810	4 000	-	4 000	3 654	-	3 654
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	45	45	-	41	41

Institution	2012/13 Academic Year <sup>[1]</sup>						2013/14 Academic Year <sup>[1]</sup>						2014/15 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes <sup>[2]</sup>		
	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total	Sub-degree <sup>[3]</sup>	Under graduate	Total
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	420	1 353	1 773	495	1 481	1 976	740	371	1 111	626	264	890	1 035	1 796	2 831	856	1 727	2 583
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	-	3 901	5 181	-	5 181	4 220	50	4 270	2 532	57	2 589	4 220	50	4 270	2 989	55	3 044
Tung Wah College	250	710	960	274	464	738	300	710	1 010	231	475	706	200	710	910	81	394	475
Vocational Training Council	5 510	210	5 720	3 695	268	3 963	5 056	450	5 506	3 662	522	4 184	3 740	660	4 400	3 577	501	4 078
Yew Chung Community College	220	-	220	56	-	56	420	-	420	44	-	44	180	-	180	86	-	86
YMCA College of Careers	105	-	105	48	-	48	40	-	40	23	-	23	90	-	90	29	-	29

**Notes:**

[1] denotes the updated figures of estimated and actual intakes in the 2012/13 and 2013/14 academic years.

[2] denotes the provisional figures as at early October 2014. The final actual intakes may vary.

[3] excludes sub-degree programmes provided under the old academic structure.

[4] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[5] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

[6] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” indicates that no such programmes are/were offered by the institutions or no intakes.

**Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes by Institution  
from the 2012/13 Academic Year to the 2014/15 Academic Year**

Institution	Average Annual Tuition Fee (\$)					
	2012/13 <sup>[1]</sup>		2013/14 <sup>[1]</sup>		2014/15 <sup>[1]</sup>	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	49,045 - 53,840	-	51,015 - 56,540	-	51,800 - 57,705	-
Caritas Institute of Community Education	-	-	-	-	48,500	-
Caritas Institute of Higher Education	49,045 - 52,750	57,230	51,015 - 55,390	60,095 - 61,903	51,800 - 56,235	64,023 - 89,100
Centennial College	-	87,000	-	87,000	-	87,000
Chu Hai College of Higher Education	-	55,000	-	53,429 - 61,500	-	65,000 - 65,833
City University of Hong Kong - Community College of City University	47,250 - 56,250	-	47,250 - 56,250	-	47,250 - 56,250	-
Hang Seng Management College	45,000	63,500	48,000	66,500	49,500	69,000
HKCT Institute of Higher Education	-	-	-	-	-	64,750
HKU SPACE Po Leung Kuk Community College	51,150	-	52,500	-	52,500	-
Hong Kong Adventist College	39,600	-	-	-	-	-
Hong Kong Art School <sup>[2]</sup>	43,000	77,522	45,000	81,400	46,500	81,400
Hong Kong Baptist University and its School of Continuing Education and College of International Education	48,750 - 58,720	-	48,750 - 66,978	-	47,250 - 55,000	58,720
Hong Kong College of Technology	41,000 - 49,480	-	43,740 - 51,600	-	47,100 - 54,120	-
Hong Kong Institute of Technology <sup>[2]</sup>	35,800	42,120 - 45,000	37,400	45,000	42,000	57,533
Hong Kong Nang Yan College of Higher Education	38,000	-	38,000	-	38,000	60,000
Hong Kong Shue Yan University	-	55,000	-	55,000	-	60,000
Kaplan Business and Accountancy School	48,000	-	-	-	-	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	43,800 - 50,000	-	43,800 - 50,000	-
Pui Ching Academy	39,000	-	41,000	-	41,000 - 44,000	-
Sacred Heart Canossian College of Commerce	43,700	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah	-	266,939	-	279,755	-	282,215



Institution	Average Annual Tuition Fee (\$)					
	2012/13 <sup>[1]</sup>		2013/14 <sup>[1]</sup>		2014/15 <sup>[1]</sup>	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate
College of Art and Design, Inc. <sup>[2]</sup>						
School of Continuing and Professional Studies, The Chinese University of Hong Kong	42,000 - 49,150	-	45,225 - 49,810	-	45,140 - 57,375	-
The Hong Kong Institute of Education	41,800 - 46,800	72,000 - 77,500	48,100	72,000 - 80,000	48,100 - 65,000	72,000 - 84,000
The Hong Kong Polytechnic University - Hong Kong Community College	49,200 - 54,120	-	50,400 - 55,440	-	50,400 - 55,440	-
The Hong Kong University of Science and Technology	-	-	-	-	-	247,759
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>[2]</sup>	43,000 - 55,800	49,600 - 62,000	45,000 - 66,365	52,000 - 65,000	48,000 - 72,700	54,600 - 68,250
The University of Hong Kong - HKU SPACE <sup>[2]</sup> & HKU SPACE Community College	52,500 - 62,000	57,200	52,500 - 72,000	59,200	52,500 - 72,000	48,000
Tung Wah College	52,500 - 79,200	66,000 - 99,200	52,500 - 79,200	66,000 - 108,800	52,500 - 76,250	66,000 - 108,800
Vocational Training Council	46,500 - 47,750	66,150 - 75,900	46,500 - 47,750	66,150 - 75,900	48,600 - 49,800	66,000 - 79,200
Yew Chung Community College	53,550	-	60,500	-	63,150 - 63,650	-
YMCA College of Careers	43,000	-	44,250	-	46,000	-

Notes:

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree programmes.

"-" Denotes no related programmes were offered.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing  
Sub-degree and Undergraduate Programmes<sup>^</sup>  
for the 2015/16 Academic Year (as at 31 January 2015)**

Institution	Estimated Intakes <sup>#</sup>	
	Sub-degree	Undergraduate <sup>^</sup>
Caritas Bianchi College of Careers	270	-
Caritas Institute of Community Education	296	-
Caritas Institute of Higher Education	300	360
Centennial College	-	440
Chu Hai College of Higher Education	-	1 010
City University of Hong Kong - Community College of City University	2 500	-
Hang Seng Management College	-	1 242 <sup>*</sup>
HKCT Institute of Higher Education	-	25
HKU SPACE Po Leung Kuk Community College	1 900	-
Hong Kong Art School	80	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 993	120
Hong Kong College of Technology	375	-
Hong Kong Institute of Technology	400	250
Hong Kong Nang Yan College of Higher Education	90	120
Hong Kong Shue Yan University	-	1 283
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	680	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 400	-
The Hong Kong Institute of Education	126	379
The Hong Kong Polytechnic University - Hong Kong Community College	3 640 <sup>*</sup>	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 120	1 815
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 500 <sup>*</sup>	120
Tung Wah College	150	710
Vocational Training Council <sup>&amp;</sup>	3 530	650
Yew Chung Community College	60	-
YMCA College of Careers	90	-

## Notes:

<sup>^</sup> Including 940 subsidised places under the “Study Subsidy Scheme for Designated Professions/Sectors (SSSDP)”.

<sup>#</sup> Figures are provided by institutions for planning of intake places. They may not be the admission targets of individual institutions. Updated figures will also be provided periodically.

<sup>\*</sup> Provisional figure provided by institution.

<sup>&</sup> Excluding subvented programmes.

“-” Indicates that no such programmes will be offered by the institutions.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB218**

**(Question Serial No. 0067)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

What is the estimate for the pay and allowances for the Secretary for Education in 2015-16?

Asked by: Hon WONG Yuk-man (Member Question No. 12)

Reply:

The salary of the Secretary for Education in 2015-16 is \$3.58 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB219**

**(Question Serial No. 0068)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

What is the estimate for the pay and allowances for the Under Secretary for Education in 2015-16?

Asked by: Hon WONG Yuk-man (Member Question No. 13)

Reply:

The salary of the Under Secretary for Education in 2015-16 is \$2.33 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB220**

**(Question Serial No. 0069)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

What is the estimate for the pay and allowances for the Political Assistant to Secretary for Education in 2015-16?

Asked by: Hon WONG Yuk-man (Member Question No. 14)

Reply:

The salary of the Political Assistant to Secretary for Education in 2015-16 is \$1.25 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB221****(Question Serial No. 2623)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Currently, the Government has reserved school sites in the vicinity of the Anderson Road Public Housing Development. However, no development plan has been devised. Amongst the sites reserved for education use in Hong Kong, how many of them are still obsolete, under planning or under development? Please advise the current use, the reserved use (for example, for development of secondary school or primary school) and any development plan of individual sites.

Asked by: Hon WU Chi-wai (Member Question No. 18)

Reply:

As at March 2015, there are a total of 18 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 18 reserved school sites by districts with their location, site area and planned use is set out in the table below. Among them, funding approval for two has been obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2012-13 Legislative Council Session with the school building works already underway; three were approved in the current LegCo Session with the school building works expected to commence in the first quarter of 2015-16; while projects on another three sites would be submitted for funding approval from the FC in the current LegCo Session. For the remaining 10 sites, two fall within a private development project while the rest are either being deployed for temporary use or with detailed design being undertaken for school building.

Reserved School Sites by District

No.	District	Location	Site Area (rounded to the nearest hundred m <sup>2</sup> )	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
3	Kowloon City	Kai Tak	8 000	Two Special	12 each	(i)

No.	District	Location	Site Area (rounded to the nearest hundred m <sup>2</sup> )	Planned use	Number of classrooms	Remark
		Development		Schools		
4	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(iii)
5	Kowloon City	Kai Tak Development	7 700	Secondary School	30	(iii)
6	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
7	Kwun Tong	Anderson Road	7 200	Secondary School	30	(iii)
8	Kwun Tong	Anderson Road	6 400	Primary School	30	(iii)
9	Kwun Tong	Anderson Road	6 200	Primary School	30	(iii)
10	Hong Kong East	North Point	12 300 (Total)	Primary School	24	(ii)
11	Hong Kong East	North Point		Primary School	24	(ii)
12	North	Fanling	7 100	Primary School	36	(i)
13	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(iii)
14	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(ii)
15	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
16	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
17	Tuen Mun	Tuen Mun West	2 600	Special School	16	(iii)
18	Islands	Tung Chung	5 800	Special School	18	(iii)

Remarks:

- (i) Funding approval has been obtained from the Finance Committee of the Legislative Council for the school building project.
- (ii) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2014-15 Legislative Council Session for the school building project.
- (iii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iv) The site falls within a private development project and is not regarded as Government land.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB222**

**(Question Serial No. 2014)**

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

Subhead (No. & title): (000) Operational expenses  
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the following:

- (a) For loans provided to post-secondary students under various schemes administered by the Working Family and Student Financial Assistance Agency, what is the loan repayment rate in the past 3 years? What are the manpower and expenditure involved?
- (b) For default cases in which the student loan borrowers have no intention or are unable to repay, what measures or follow-up actions will be taken by the Agency to recover the loans? What are the manpower and expenditure involved?

Asked by: Hon CHAN Han-pan (Member Question No. 15)

Reply:

- (a) Regarding the Tertiary Student Finance Scheme - Publicly-funded programmes (TSFS), Financial Assistance Scheme for Post-secondary Students (FASP), Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), Non-means-tested Loan Scheme for Post-secondary Students (NLSPS), and Extended Non-means-tested Loan Scheme (ENLS), the loan repayment rates in the 2012/13 to 2014/15 academic years are as follows –



	Academic Year								
	2012/13			2013/14			2014/15*		
	Total amount demanded (\$ million)	Total amount settled # (\$ million)	Loan repayment rate	Total amount demanded (\$ million)	Total amount settled # (\$ million)	Loan repayment rate	Total amount demanded (\$ million)	Total amount settled # (\$ million)	Loan repayment rate
TSFS	290.19	283.51	97.70%	253.41	244.76	96.59%	119.89	112.42	93.77%
FASP	141.41	130.25	92.11%	170.72	152.91	89.57%	98.05	81.34	82.96%
NLSF T	245.75	235.42	95.80%	230.22	218.97	95.11%	124.97	110.28	88.25%
NLSPS	374.09	327.40	87.52%	401.06	346.03	86.28%	231.70	176.28	76.08%
ENLS	501.44	432.43	86.24%	461.27	407.75	88.40%	229.96	187.59	81.58%
<b>Total</b>	<b>1,552.88</b>	<b>1,409.01</b>	<b>90.74%</b>	<b>1,516.68</b>	<b>1,370.42</b>	<b>90.36%</b>	<b>804.57</b>	<b>667.91</b>	<b>83.01%</b>

\* As at 31 January 2015

# The figure denotes the total of all amounts settled in respect of the demand notes issued in a particular academic year. This includes the amounts settled in the academic year concerned and in subsequent years (up to 31 January 2015).

In the 2015/16 academic year, the estimated expenditure involved in managing loan accounts, including activation of loan accounts for repayment and issuing demand notes for loan repayment etc., is \$19.1 million, mainly salaries provision for 70 staff (including civil servants and non-civil service contract staff of the Student Finance Office (SFO) of the Agency) involved in the work.

- (b) Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. We have appealed to student loan defaulters to approach the SFO if they have financial difficulties in repaying their loans and have established a mechanism to handle their applications for loan restructuring or deferment of loan repayment. While some defaulters would approach the SFO to restructure their loans or to defer repayment, others ignored notices of loan repayment and reminders issued by the SFO, and did not approach the SFO to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFO to repay by instalments. The SFO is often unable to ascertain the reasons of default for individual defaulters. As for loan borrowers who approach the SFO to seek deferment of repayment, their main reasons are financial hardship, further full-time study and serious illness.

On recovery of defaulted student loans, we issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters are advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment, if they have genuine difficulties in repaying their loans. In addition, we send short messaging service or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders, urging them to settle the arrears and providing appropriate assistance to them. If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken in the default cases, we review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Default cases which are less complicated (e.g. with one loan account) and with a total outstanding amount not more than \$50,000 are selected so that claims are filed to the SCT directly. More complicated default cases or with a total outstanding amount over \$50,000 are forwarded to the DoJ for action.

In the 2015/16 academic year, the estimated expenditure involved in recovering defaulted student loans is \$28.3 million, mainly salaries provision for 105 staff (including civil servants and non-civil service contract staff of both the SFO and the DoJ) involved in the work.

- End -

**CONTROLLING OFFICER'S REPLY****EDB223****(Question Serial No. 0638)**

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

Subhead (No. & title): (000) Operational expenses  
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the statement “continue to step up efforts to recover student loans in arrears and tackle the default problem”, would the Administration please advise the detailed estimates, including the estimated expenditure and manpower, measures for recovering arrears and the expected effectiveness of those measures?

Asked by: Hon CHIANG Lai-wan (Member Question No. 25)

Reply:

In recent years, we have stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. Apart from implementing a package of improvement proposals to the means-tested and non-means-tested loan schemes to reduce the repayment burden of students and prevent excessive borrowing by students, we have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice (DoJ) and filing of claims directly to the Small Claims Tribunal. In addition, we have put forth new measures, including sending short messaging service (SMS) and proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring). We have also collaborated with tertiary institutions and related organisations in promoting prudent financial management to young people through various education and promotion activities.

Through all the above concerted efforts, the overall default rate in relation to the number of loan repayment accounts has dropped from 12.45% in the 2009/10 academic year to 8.03% in the 2014/15 academic year (as at 31 January 2015). The number of default cases has also reduced by 22.8% from 17 374 in the 2009/10 academic year to 13 415 in the 2014/15 academic year (as at 31 January 2015), notwithstanding an increase in the number of loan repayment accounts by 19.9% (from about 139 500 to 167 200) over the same period. In the 2014/15 academic year (as at 31 January 2015), all default cases (excluding cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt/ applied for Individual Voluntary Arrangement or whose deferment applications were under processing by the Student Finance Office (SFO) of the Agency) are of debt age within one year. The debt age of default cases has shortened

compared to that in the 2009/10 academic year in which over 60% of default cases are of debt age over one year.

In the 2015/16 academic year, we will continue to make every effort to tackle the default problem and to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. In addition to the above-mentioned measures, we will implement enhanced measures to prevent loan borrowers from becoming defaulters through sending them SMS earlier to remind them to repay on time and settle the arrears (if any), and appeal to them to approach us for assistance if they have genuine financial difficulties. We will further strengthen the promotion of prudent financial and credit management and responsible borrowing to students on all fronts through providing more related information in the SFO's website, enhancing collaboration with tertiary education institutions and related organisations (such as the Investor Education Centre), and disseminating more publicity materials pertinent to financial education to loan applicants and loan repayers at different junctures. The above measures should help student loan borrowers better manage their personal finance and encourage them to seek our assistance at an earlier stage when they have difficulty in repaying the student loans. This will in turn further reduce the number of default cases, default rate and debt age of default cases.

The estimated expenditure involved in recovery of defaulted student loans in the 2015/16 academic year is \$28.3 million, mainly salaries provision for 105 staff (including civil servants and non-civil service contract staff of both the SFO and the DoJ) involved in the work.

- End -

**CONTROLLING OFFICER'S REPLY****EDB224****(Question Serial No. 0847)**

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. So far, what is the number of default cases in respect of means-tested and non-means-tested loan schemes for post-secondary students, with breakdown by length of overdue period;
2. in connection with the above, what is the amount in default;
3. what are the amount of loans deemed as irrecoverable bad debts and the number of such cases;
4. how many of the default cases are ones of wilful default; and what recovery actions has the Government taken?

Asked by: Hon CHUNG Shu-kun, Christopher (Member Question No. 24)

Reply:

1. & 2. Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time studies or serious illness) has been approved. Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary / continuing and professional education courses) (ENLS), the number of default cases and the amount in default in the 2014/15 academic year (as at 31 January 2015) are as follows –

	2014/15 Academic Year*
<b>(A) TSFS</b>	
No. of default cases	1 429
Amount in default (\$ million)	31.72
<b>(B) FASP</b>	
No. of default cases	1 543
Amount in default (\$ million)	18.60
<b>(C) NLSFT</b>	
No. of default cases	1 134
Amount in default (\$ million)	20.04
<b>(D) NLSPS</b>	
No. of default cases	2 443
Amount in default (\$ million)	56.31
<b>(E) ENLS</b>	
No. of default cases	6 866
Amount in default (\$ million)	89.67
<b>Total</b>	
No. of default cases	13 415
Amount in default (\$ million)	216.34

\* As at 31 January 2015

The breakdown of the number of default cases (excluding default cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement (IVA) or whose deferment applications were under processing by the Student Finance Office (SFO) of the Agency) by debt ages and the amount in default in the 2014/15 academic year (as at 31 January 2015) are as follows –

	2014/15 Academic Year*		
	Debt Age		
	Within 1 Year	1 Year or Above	Total
<b>(A) TSFS</b>			
No. of default cases <sup>+</sup>	335	0	335
Amount in default (\$ million)	2.21	0.00	2.21
<b>(B) FASP</b>			
No. of default cases <sup>+</sup>	609	0	609
Amount in default (\$ million)	3.28	0.00	3.28
<b>(C) NLSFT</b>			
No. of default cases <sup>+</sup>	348	0	348
Amount in default (\$ million)	2.07	0.00	2.07
<b>(D) NLSPS</b>			
No. of default cases <sup>+</sup>	827	0	827
Amount in default (\$ million)	8.09	0.00	8.09
<b>(E) ENLS</b>			
No. of default cases <sup>+</sup>	1 399	0	1 399
Amount in default (\$ million)	7.29	0.00	7.29
<b>Total</b>			
No. of default cases <sup>+</sup>	3 518	0	3 518
Amount in default (\$ million)	22.94	0.00	22.94

\* As at 31 January 2015

<sup>+</sup> The figures exclude default cases in which legal recovery action had been initiated, including those referred to the Department of Justice (DoJ) and filed directly to the Small Claims Tribunal (SCT), and loan borrowers had been declared bankrupt / applied for IVA or whose deferment applications were under processing.

3. As student loans are funded by public money, the SFO endeavors to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. Regarding the TSFS, FASP, NLSFT, NLSPS and ENLS, the number of write-off cases and the amount involved in the 2014/15 academic year (as at 31 January 2015) are as follows –

	2014/15 Academic Year*
<b>(A) TSFS</b>	
No. of write-off cases (Note)	10
Amount involved (\$ million)	0.32
<b>(B) FASP</b>	
No. of write-off cases (Note)	0
Amount involved (\$ million)	0.00
<b>(C) NLSFT</b>	
No. of write-off cases (Note)	5
Amount involved (\$ million)	0.22
<b>(D) NLSPS</b>	
No. of write-off cases (Note)	2
Amount involved (\$ million)	0.32
<b>(E) ENLS</b>	
No. of write-off cases (Note)	48
Amount involved (\$ million)	1.52
<b>Total</b>	
No. of write-off cases (Note)	65
Amount involved (\$ million)	2.38

\* As at 31 January 2015

Note: Under the SFO's prevailing write-off policy, the SFO will only consider writing off the outstanding loan if the loan borrower is deceased / permanently unfit for work on account of severe disability, both the loan borrower and the indemnifier(s) are bankrupt or upon the advice of the DoJ. A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the SFO.

4. We have appealed to student loan defaulters to approach the SFO if they have financial difficulties in repaying their loans and have established a mechanism to handle their applications for loan restructuring or deferment of loan repayment. While some defaulters would approach the SFO to restructure their loans or to defer repayment, others ignored notices of loan repayment and reminders issued by the SFO, and did not approach the SFO to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFO to repay by instalments. The SFO is often unable to ascertain the reasons of default for individual defaulters. As for loan borrowers who approach the SFO to seek deferment of repayment, their main reasons are financial hardship, further full-time studies and serious illness.

On recovery of defaulted student loans, we issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters are advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment, if they have genuine difficulties in repaying their loans. In addition, we send short messaging service or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders, urging them to settle the arrears and providing appropriate assistance to them (e.g. through loan restructuring). If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the DoJ or filing claims to the SCT directly.

In considering the recovery action to be taken in the default cases, we review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Default cases which are less complicated (e.g. with one loan account) and with a total outstanding amount not more than \$50,000 are selected so that claims are filed to the SCT directly. More complicated default cases or with a total outstanding amount over \$50,000 are forwarded to the DoJ for action.

- End -



**CONTROLLING OFFICER'S REPLY****EDB225****(Question Serial No. 1416)**

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

Subhead (No. & title): (000) Operational expenses  
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the student financial assistance schemes administered by the Agency, please provide the following:

- (a) In the past three years, what was the total number of student loan default cases? Please reply using the table below.

2012/13 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes			
Financial Assistance Scheme for Post-secondary Students			
Non-means-tested Loan Schemes			
2013/14 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes			
Financial Assistance Scheme for Post-secondary Students			
Non-means-tested Loan Schemes			

2014/15 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes			
Financial Assistance Scheme for Post-secondary Students			
Non-means-tested Loan Schemes			

- (b) In the past three years, what was the total number of cases involving application for deferment of loan repayment or writing off of the loan on the ground of loss of earning capacity?
- (c) Will the Agency refer default cases to other companies to assist in the recovery of student loans? If yes, what was the expenditure involved in the past three years?
- (d) What are the procedures in recovering defaulted student loans in the Agency? What was the expenditure involved last year?

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 6)

Reply:

- (a) The number of student loan default cases, the amount in default and the number of recovered cases in the past three academic years are as follows –

2012/13 Academic Year			
Schemes	No. of default cases	Amount in default (\$ million)	No. of recovered cases <sup>#</sup>
Tertiary Student Finance Scheme – Publicly-funded Programmes	1 653	39.53	1 792
Financial Assistance Scheme for Post-secondary Students	1 379	17.87	1 710
Non-means-tested Loan Schemes	12 629	195.89	12 565
<b>Total</b>	<b>15 661</b>	<b>253.29</b>	<b>16 067</b>
2013/14 Academic Year			
Schemes	No. of default cases	Amount in default (\$ million)	No. of recovered cases <sup>#</sup>
Tertiary Student Finance Scheme – Publicly-funded Programmes	1 447	33.26	1 654
Financial Assistance Scheme for Post-secondary Students	1 383	18.35	2 277
Non-means-tested Loan Schemes	11 106	172.47	13 080
<b>Total</b>	<b>13 936</b>	<b>224.08</b>	<b>17 011</b>

<b>2014/15 Academic Year*</b>			
<b>Schemes</b>	<b>No. of default cases</b>	<b>Amount in default (\$ million)</b>	<b>No. of recovered cases#</b>
Tertiary Student Finance Scheme – Publicly-funded Programmes	1 429	31.72	755
Financial Assistance Scheme for Post-secondary Students	1 543	18.60	1 116
Non-means-tested Loan Schemes	10 443	166.02	6 110
<b>Total</b>	<b>13 415</b>	<b>216.34</b>	<b>7 981</b>

\* As at 31 January 2015

# The number of default cases has no direct relevance to the number of recovered cases in an academic year. The former shows the default position as at the end of the academic year. The latter represents the number of defaulters who have responded to our loan recovery actions within that academic year.

- (b) In the past three academic years, the number of applications for deferment of loan repayment on the ground of serious illness and writing off of the loans on the ground of permanent disability are as follows –

<b>Schemes</b>	<b>Academic Year</b>					
	<b>2012/13</b>		<b>2013/14</b>		<b>2014/15*</b>	
	<b>No. of deferment applications</b>	<b>No. of write-off applications</b>	<b>No. of deferment applications</b>	<b>No. of write-off applications</b>	<b>No. of deferment applications</b>	<b>No. of write-off applications</b>
Tertiary Student Finance Scheme – Publicly-funded Programmes	1	1	1	3	0	0
Financial Assistance Scheme for Post-secondary Students	0	0	0	0	0	0
Non-means-tested Loan Schemes	4	1	2	4	2	0
<b>Total</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>0</b>

\* As at 31 January 2015

Note: Each application for deferment or write-off may involve more than one loan repayment account of one or more financial assistance scheme(s).

- (c) We do not have the practice of referring default cases to other companies for the recovery of student loans.
- (d) Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. We issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters are advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment, if they have genuine difficulties in repaying their loans. In addition, we send short messaging service or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders, urging them to settle the arrears and providing appropriate assistance to them (e.g. through loan restructuring). If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small

Claims Tribunal (SCT) directly.

In considering the recovery action to be taken against the default cases, we review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Default cases which are less complicated (e.g. with one loan account) and with total outstanding amount not more than \$50,000 are selected for filing directly to the SCT by the Student Finance Office of the Agency. More complicated default cases or with outstanding amount over \$50,000 are forwarded to the DoJ for taking legal recovery action.

In the 2014/15 academic year, the estimated expenditure involved in recovering defaulted student loans is \$26.1 million, mainly salaries provision for staff involved in the work.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB226**

**(Question Serial No. 1581)**

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

According to the figures provided by the Agency, the number of applications under the School Textbook Assistance Scheme has been declining for 3 consecutive financial years from 2013-14 to 2015-16, but the expenditure of the Scheme has been increasing over the years. Please provide the main reasons for this phenomenon. Have any measures been taken to control the increase in expenditure of this item? If yes, what are the specific measures? If no, what are the reasons? Are there any plans to control this item's increase in expenditure?

Asked by: Hon IP LAU Suk-yee, Regina (Member Question No. 12)

Reply:

The number of applications under the School Textbook Assistance Scheme (STAS) shows a decreasing trend from the 2013/14 to 2015/16 school years. This is mainly due to the decrease or anticipated decrease in the overall primary and secondary student population. The increase in expenditure under STAS during the same period is mainly because the Government has incorporated a Community Care Fund assistance programme which provided an additional flat rate grant of \$1,000 (for full-grant students) or \$500 (for half-grant students) under the STAS into its regular assistance programme starting from the 2014/15 school year, in addition to the annual adjustment of the textbook grant rates and the flat rate grant in accordance with the established mechanism.

- End -

**CONTROLLING OFFICER'S REPLY****EDB227****(Question Serial No. 1858)**

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

**Subhead (No. & title):** (228) Student financial assistance  
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(103) Means-tested loan for post-secondary students

**Programme:** (1) Student Assistance Scheme

**Controlling Officer:** Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

**Director of Bureau:** Secretary for Education

**Question:**

Would the Government advise this Committee of the number of successful applicants from families in receipt of Comprehensive Social Security Assistance under the Tertiary Student Finance Scheme — Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students in the 2012/13 to 2014/15 academic years? Please provide the number of applicants, number of applicants disbursed with financial assistance, number of applicants disbursed with grants, number of applicants provided with loans to meet living expenses, and the number of applicants disbursed with loans to meet living expenses.

**Asked by:** Hon LEE Wai-king, Starry (Member Question No. 18)

**Reply:**

In the 2012/13 to 2014/15 academic years, the number of successful applicants from families in receipt of the CSSA under the TSFS and FASP are as follows –

	Academic Year		
	2012/13	2013/14	2014/15*
<b>TSFS</b>			
Number of CSSA applicants disbursed with financial assistance	6 029	5 167	5 091^
Number of CSSA applicants disbursed with grants	6 029	5 167	5 091^
Number of CSSA applicants provided with loans to meet living expenses	6 029	5 167	5 091^
Number of CSSA applicants disbursed with loans to meet living expenses	2 130	1 737	1 426

	Academic Year		
	2012/13	2013/14	2014/15*
<b>FASP</b>			
Number of CSSA applicants disbursed with financial assistance	6 958	6 079	4 862^
Number of CSSA applicants disbursed with grants	6 958	6 079	4 862^
Number of CSSA applicants provided with loans to meet living expenses	6 958	6 079	4 862^
Number of CSSA applicants disbursed with loans to meet living expenses	2 462	1 923	1 287

\* As at 31.1.2015

^ Figures denote the number of applicants offered with financial assistance (including grant and/or loan).

All CSSA applicants are eligible for full assistance, and the Student Finance Office of the Agency will process their applications expeditiously.

- End -

**CONTROLLING OFFICER'S REPLY****EDB228****(Question Serial No. 1872)**

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Administration will continue to step up efforts to recover student loans in arrears and tackle the default problem. In this connection, regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary / continuing and professional education courses) (ENLS), would the Administration advise this Committee of the following –

- (a) the number of student loan default cases, the amount in default, and the default rate in relation to the number of loan repayment accounts in the 2014/15 academic year; and
- (b) the breakdown of the number of default cases (excluding default cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement (IVA) or whose deferment applications or write-off applications were under processing) by different debt ages and their percentages in relation to the number of loan repayment accounts in the 2014/15 academic year.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 32)

Reply:

Regarding TSFS, FASP, NLSFT, NLSPS and ENLS, the required information is provided as follows –

- (a) Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. The number of student loan default cases, the amount in default, and the default rate in relation to the number of loan repayment accounts in the 2014/15 academic year (as at 31 January 2015) –



	2014/15 Academic Year*
<b>(A) TSFS</b>	
No. of default cases	1 429
Amount in default (\$ million)	31.72
No. of loan repayment accounts	22 294
Default rate in terms of accounts	6.41%
<b>(B) FASP</b>	
No. of default cases	1 543
Amount in default (\$ million)	18.60
No. of loan repayment accounts	23 801
Default rate in terms of accounts	6.48%
<b>(C) NLSFT</b>	
No. of default cases	1 134
Amount in default (\$ million)	20.04
No. of loan repayment accounts	22 837
Default rate in terms of accounts	4.97%
<b>(D) NLSPS</b>	
No. of default cases	2 443
Amount in default (\$ million)	56.31
No. of loan repayment accounts	31 586
Default rate in terms of accounts	7.73%
<b>(E) ENLS</b>	
No. of default cases	6 866
Amount in default (\$ million)	89.67
No. of loan repayment accounts	66 636
Default rate in terms of accounts	10.30%
<b>Total</b>	
No. of default cases	13 415
Amount in default (\$ million)	216.34
No. of loan repayment accounts	167 154
Default rate in terms of accounts	8.03%

\* As at 31 January 2015

- (b) The breakdown of the number of default cases (excluding default cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for IVA or whose deferment applications or write-off applications were under processing by the Student Finance Office of the Agency) by debt ages and their percentages in relation to the number of loan repayment accounts in the 2014/15 academic year (as at 31 January 2015) –

2014/15 Academic Year*	Debt Age		
	Within 1 Year	1 Year or Above	Total
No. of loan repayment accounts	167 154		
No. of default cases <sup>+</sup>	3 518	0	3 518
Default rate in terms of accounts	2.10%	0.00%	2.10%

\* As at 31 January 2015

<sup>+</sup> The figures exclude default cases in which legal recovery action had been initiated, including those referred to the Department of Justice and filed directly to the Small Claims Tribunal, and loan borrowers had been declared bankrupt / applied for IVA or whose deferment applications or write-off applications were under processing.

- End -

**CONTROLLING OFFICER'S REPLY****EDB229****(Question Serial No. 1873)**

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

Subhead (No. & title): (000) Operational expenses  
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary / continuing and professional education courses) (ENLS), would the Administration advise this Committee of the following –

- (a) the number of applications for deferment of loan repayment received from loan borrowers, the number of applications completed, the number of applications approved and the approval rate in the 2013/14 and 2014/15 academic years;
- (b) the breakdown of the number of rejected applications for deferment of loan repayment made by loan borrowers by application reasons and their percentages in the 2013/14 and 2014/15 academic years; and
- (c) the number of default cases that were referred to the Department of Justice (DoJ) or filed directly to the Small Claims Tribunal (SCT), and their percentages in relation to the number of loan repayment accounts and in relation to the number of default cases in the 2013/14 and 2014/15 academic years.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 33)

Reply:

Regarding TSFS, FASP, NLSFT, NLSPS and ENLS, the required information is provided as follows –

- (a) The number of applications for deferment of loan repayment received from loan borrowers<sup>@</sup>, the number of completed and approved applications, and the approval rate in the 2013/14 and 2014/15 academic years –

	Academic Year	
	2013/14	2014/15*
No. of deferment applications received <sup>#</sup>	5 869	2 508
No. of deferment applications completed <sup>^</sup>	6 732	2 330
No. of deferment applications approved	5 454	1 904
Approval Rate	81.02%	81.72%

@ Excluding defaulters.

\* As at 31 January 2015

<sup>#</sup> Excluding applications from loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their study. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets and was made a standing arrangement in the 2014 Policy Address to alleviate the financial burden of fresh graduates.

<sup>^</sup> The number of applications completed in an academic year includes applications carried forward from the previous academic year and therefore the number of applications completed may be higher than the number of applications received. The number of applications completed comprises number of applications approved, rejected and withdrawn.

- (b) The breakdown of the number of rejected applications for deferment of loan repayment made by loan borrowers<sup>@</sup> by application reasons and their percentages in the 2013/14 and 2014/15 academic years –

	Academic Year	
	2013/14	2014/15*
No. of rejected deferment applications <sup>^^</sup> by application reasons (%) -		
(i) Financial hardship	1 048 (82.00%)	332 (77.93%)
(ii) Further full-time study	230 (18.00%)	94 (22.07%)
(iii) Serious illness	0 (0.00%)	0 (0.00%)
<i>Total no. of rejected deferment applications</i>	<i>1 278 (100.00%)</i>	<i>426 (100.00%)</i>
No. of deferment applications completed	6 732	2 330
% of rejected deferment applications	18.98%	18.28%

@Excluding defaulters.

\* As at 31 January 2015

<sup>^^</sup> For most cases, the applications for deferment of loan repayment were rejected due to the lack of documentary evidence from the loan borrowers. Other applications were rejected due to unjustified circumstances. Some of the applications rejected in a given year were received in a previous year.

- (c) The number of default cases that were referred to the DoJ or filed directly to the SCT by the Student Finance Office (SFO) of the Agency, and their percentages in relation to the number of loan repayment accounts and in relation to the number of default cases in the 2013/14 and 2014/15 academic years –

	Academic Year	
	2013/14	2014/15*
No. of loan repayment accounts	167 425	167 154
No. of default cases	13 936	13 415
No. of default cases against which legal action had been initiated -		
(i) No. of default cases referred to DoJ	2 665	1 025
(ii) No. of default cases filed directly to SCT by SFO	1 686	1 197
<i>Total no. of default cases against which legal action had been initiated</i>	<i>4 351</i>	<i>2 222</i>
% in terms of loan repayment accounts -		
(i) % of default cases referred to DoJ	1.59%	0.61%
(ii) % of default cases filed directly to SCT	1.01%	0.72%
% in terms of default cases -		
(i) % of default cases referred to DoJ	19.12%	7.64%
(ii) % of default cases filed directly to SCT	12.10%	8.92%
<i>Total % of default cases against which legal action had been initiated in respective academic years</i>	<i>31.22%</i>	<i>16.56%</i>
No. of default cases against which legal action had been initiated and were still outstanding at end of respective academic years	9 160	9 358

\* As at 31 January 2015

- End -

**CONTROLLING OFFICER'S REPLY****EDB230****(Question Serial No. 1883)**Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

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

(102) Non-means-tested loan scheme

Programme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency

(Mr Esmond LEE)

Director of Bureau: Secretary for EducationQuestion:

- (a) Please provide the number of students receiving grant and the number of students receiving full grant under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in different institutions in the 2013/14 and 2014/15 academic years.
- (b) Please provide the number of students receiving loan under the Non-means-tested Loan Schemes in different institutions in the 2013/14 and 2014/15 academic years.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 44)Reply:

- (a) In the 2013/14 and 2014/15 academic years, the number of students receiving grant and the number of students receiving full grant under TSFS and FASP in different institutions are as follows –

**TSFS**

Institution	Academic Year	
	2013/14	2014/15*
<b>(A) City University of Hong Kong</b>		
Number of students receiving grant	3 529	3 039
Number of students receiving full grant	2 056	1 886

Institution	Academic Year	
	2013/14	2014/15*
<b>(B) Hong Kong Baptist University</b>		
Number of students receiving grant	1 887	1 780
Number of students receiving full grant	1 133	1 094
<b>(C) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Cuisine Training Institute and International Culinary Institute of the Vocational Training Council</b>		
Number of students receiving grant	7 453	5 628
Number of students receiving full grant	4 604	3 826
<b>(D) Hong Kong University of Science and Technology</b>		
Number of students receiving grant	1 814	1 611
Number of students receiving full grant	1 013	964
<b>(E) Lingnan University</b>		
Number of students receiving grant	936	851
Number of students receiving full grant	590	537
<b>(F) The Chinese University of Hong Kong</b>		
Number of students receiving grant	3 779	3 527
Number of students receiving full grant	2 193	2 056
<b>(G) The Hong Kong Academy for Performing Arts</b>		
Number of students receiving grant	147	126
Number of students receiving full grant	86	82
<b>(H) The Hong Kong Institute of Education</b>		
Number of students receiving grant	1 688	1 420
Number of students receiving full grant	998	904
<b>(I) The Hong Kong Polytechnic University</b>		
Number of students receiving grant	5 042	4 468
Number of students receiving full grant	2 973	2 772

Institution	Academic Year	
	2013/14	2014/15*
<b>(J) The Prince Philip Dental Hospital</b>		
Number of students receiving grant	8	8
Number of students receiving full grant	5	4
<b>(K) The University of Hong Kong</b>		
Number of students receiving grant	2 345	2 142
Number of students receiving full grant	1 372	1 324
<b>Total</b>		
<b>Number of students receiving grant</b>	<b>28 628</b>	<b>24 600</b>
<b>Number of students receiving full grant</b>	<b>17 023</b>	<b>15 449</b>

\* As at 31 January 2015. Figures represent the number of students offered with grant/ full grant.

### **FASP**

Institution	Academic Year	
	2013/14	2014/15*
<b>(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education</b>		
Number of students receiving grant	2 930	2 154
Number of students receiving full grant	1 822	1 416
<b>(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education</b>		
Number of students receiving grant	1 562	1 132
Number of students receiving full grant	981	733
<b>(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong</b>		
Number of students receiving grant	4 075	3 088
Number of students receiving full grant	2527	2 073
<b>(D) Hong Kong University of Science and Technology</b>		
Number of students receiving grant	7	1
Number of students receiving full grant	5	0

Institution	Academic Year	
	2013/14	2014/15*
<b>(E) The Community College at Lingnan University/ Lingnan Institute of Further Education</b>		
Number of students receiving grant	1 611	338
Number of students receiving full grant	1 059	224
<b>(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies</b>		
Number of students receiving grant	1 037	777
Number of students receiving full grant	636	501
<b>(G) The Hong Kong Institute of Education</b>		
Number of students receiving grant	513	378
Number of students receiving full grant	308	249
<b>(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development</b>		
Number of students receiving grant	3 836	3 174
Number of students receiving full grant	2 150	2 011
<b>(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education</b>		
Number of students receiving grant	3 620	2 124
Number of students receiving full grant	2 240	1 447
<b>(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education</b>		
Number of students receiving grant	2 633	2 642
Number of students receiving full grant	1 601	1 641
<b>(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers/ Caritas Institute of Community Education</b>		
Number of students receiving grant	383	266
Number of students receiving full grant	251	184
<b>(L) Hong Kong Institute of Technology</b>		
Number of students receiving grant	120	95
Number of students receiving full grant	76	66



Institution	Academic Year	
	2013/14	2014/15*
<b>(M) Hang Seng Management College/ Hang Seng School of Commerce</b>		
Number of students receiving grant	965	955
Number of students receiving full grant	584	605
<b>(N) Tung Wah College</b>		
Number of students receiving grant	426	421
Number of students receiving full grant	247	279
<b>(O) Hong Kong College of Technology/ HKCT Institute of Higher Education</b>		
Number of students receiving grant	245	143
Number of students receiving full grant	162	98
<b>(P) Hong Kong Shue Yan University</b>		
Number of students receiving grant	1 639	1 440
Number of students receiving full grant	941	836
<b>(Q) Chu Hai College of Higher Education</b>		
Number of students receiving grant	569	534
Number of students receiving full grant	357	330
<b>(R) Hong Kong Art School</b>		
Number of students receiving grant	44	17
Number of students receiving full grant	24	12
<b>(S) Yew Chung Community College</b>		
Number of students receiving grant	12	11
Number of students receiving full grant	6	10
<b>(T) The Hospital Authority</b>		
Number of students receiving grant	258	236
Number of students receiving full grant	160	151

Institution	Academic Year	
	2013/14	2014/15*
<b>(U) Savannah College of Arts and Design, Inc.</b>		
Number of students receiving grant	5	5
Number of students receiving full grant	4	4
<b>(V) Centennial College</b>		
Number of students receiving grant	75	81
Number of students receiving full grant	51	57
<b>(W) YMCA College of Careers</b>		
Number of students receiving grant	14	4
Number of students receiving full grant	10	2
<b>(X) Hong Kong Nang Yan College of Higher Education (formerly known as Hong Kong Buddhist College)</b>		
Number of students receiving grant	6	12
Number of students receiving full grant	3	7
<b>(Y) St. Teresa's Hospital School of Nursing</b>		
Number of students receiving grant	20	31
Number of students receiving full grant	8	18
<b>(Z) School of Nursing, Hong Kong Baptist Hospital</b>		
Number of students receiving grant	0	19
Number of students receiving full grant	0	9
<b>(AA) School of Nursing, Union Hospital</b>		
Number of students receiving grant	0	3
Number of students receiving full grant	0	2
<b>(AB) Sacred Heart Canossian College of Commerce</b>		
Number of students receiving grant	25	0
Number of students receiving full grant	14	0

Institution	Academic Year	
	2013/14	2014/15*
<b>(AC) Kaplan Business and Accountancy School</b>		
Number of students receiving grant	1	0
Number of students receiving full grant	0	0
<b>Total</b>		
Number of students receiving grant	<b>26 631</b>	<b>20 081</b>
Number of students receiving full grant	<b>16 227</b>	<b>12 965</b>

\* As at 31 January 2015. Figures represent the number of students offered with grant/ full grant.

- (b) In the 2013/14 and 2014/15 academic years, the number of students receiving loans under the three non-means-tested loan schemes in different institutions are as follows –

**Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS)**

Institution	Academic Year	
	2013/14	2014/15*
(A) City University of Hong Kong	1 374	1 427
(B) Hong Kong Baptist University	771	787
(C) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Cuisine Training Institute and International Culinary Institute of the Vocational Training Council	1 341	1 189
(D) Hong Kong University of Science and Technology	797	774
(E) Lingnan University	367	360
(F) The Chinese University of Hong Kong	1 364	1 446
(G) The Hong Kong Academy for Performing Arts	113	106
(H) The Hong Kong Institute of Education	580	493
(I) The Hong Kong Polytechnic University	1 501	1 491
(J) The Prince Philip Dental Hospital	3	3
(K) The University of Hong Kong	1 172	1 230
<b>Total</b>	<b>9 383</b>	<b>9 306</b>

\* As at 31 January 2015.

**Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP)**

Institution	Academic Year	
	2013/14	2014/15*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 470	1 218
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	873	818
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 383	1 435
(D) Hong Kong University of Science and Technology	1	3
(E) The Community College at Lingnan University/ Lingnan Institute of Further Education	555	205
(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	415	362
(G) The Hong Kong Institute of Education	363	283
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 711	1 551
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	1 412	1 116
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	1 053	1 245
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers/ Caritas Institute of Community Education	173	156
(L) Hong Kong Institute of Technology	31	46
(M) Hang Seng Management College/ Hang Seng School of Commerce	700	815
(N) Tung Wah College	545	560
(O) Hong Kong College of Technology/ HKCT Institute of Higher Education	149	94
(P) Hong Kong Shue Yan University	626	710
(Q) Chu Hai College of Higher Education	343	323
(R) Hong Kong Art School	40	14
(S) Yew Chung Community College	15	14
(T) The Hospital Authority	100	108
(U) Savannah College of Arts and Design, Inc.	67	50
(V) Centennial College	72	89

Institution	Academic Year	
	2013/14	2014/15*
(W) YMCA College of Careers	13	5
(X) Hong Kong Nang Yan College of Higher Education (formerly known as Hong Kong Buddhist College)	4	6
(Y) St. Teresa's Hospital School of Nursing	14	21
(Z) School of Nursing, Hong Kong Baptist Hospital	0	1
(AA) School of Nursing, Union Hospital	0	7
(AB) Sacred Heart Canossian College of Commerce	7	0
(AC) Kaplan Business and Accountancy School	5	0
<b>Total</b>	<b>12 140</b>	<b>11 255</b>

\* As at 31 January 2015.

**Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) @**

Category of Eligible Courses	Academic Year	
	2013/14	2014/15*
Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status <sup>++</sup>	3 644	2 462
Category 2 – Courses under Yi Jin Diploma	925	825
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	4	1
Category 4 – Training or development courses provided or funded by local statutory bodies	5	2
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	1 883
<b>Total<sup>^</sup></b>	<b>7 285</b>	<b>5 173</b>

\* As at 31 January 2015.

@ The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the number of students receiving loan in respect of each of the five categories of eligible courses/course providers under ENLS is provided.

- <sup>++</sup> Including figures on students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.
- <sup>^</sup> Some students received loans for courses in different categories in the same academic year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB231****(Question Serial No. 1884)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

The number of applications for and the subsidy to be disbursed under the Student Travel Subsidy Scheme in the 2015/16 school year are estimated to be 221 318 and \$492 million respectively. Please provide a breakdown of the estimates by primary and secondary students and post-secondary students?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 45)Reply:

The estimated number of applications for and the subsidy to be disbursed under the Student Travel Subsidy Scheme for primary and secondary students and post-secondary students in the 2015/16 school year are as follows –

	<b>Estimated number of applications</b>	<b>Estimated amount of subsidy to be disbursed</b>
Primary and secondary students	167 498	\$317.2 million
Post-secondary students	53 820	\$174.8 million
<b>Total</b>	<b>221 318</b>	<b>\$492 million</b>

- End -

**CONTROLLING OFFICER'S REPLY****EDB232****(Question Serial No. 1885)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for Education

Question:

In the 2013/14 and 2014/15 school years, how many parents with children attending kindergarten-cum-child care centres could receive full fee remission under the Kindergarten and Child Care Centre Fee remission Scheme?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 46)Reply:

In the 2013/14 and 2014/15 school years, the number of parents with children attending kindergarten-cum-child care centres who received full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme is set out below –

	School Year	
	2013/14	2014/15 (up to 31.1.2015)
Children aged 3 or above attending kindergarten classes	8 885	8 196
Children aged between 0 and 3 receiving whole-day child care services	987	715
<b>Total</b>	<b>9 872</b>	<b>8 911</b>

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB233**

**(Question Serial No. 2199)**

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme  
(2) Low-income Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

There will be an increase of 434 non-directorate posts in 2015-16 in the Working Family and Student Financial Assistance Agency. Please provide the following information –

- (a) list the details of the posts and provide the reasons for the creation; and
- (b) provide the annual expenditure incurred on each of the newly created posts.

Asked by: Hon LEUNG Kwok-hung (Member Question No. 612)

Reply:

Details of the posts and the annual expenditure to be incurred on the newly created posts are listed as follows –

Under Programme (1) Student Assistance Scheme

99 civil service posts will be created in 2015-16, including (i) 11 Analyst/Programmer grade posts, which are mainly responsible for implementing information technology systems; (ii) 9 Executive Officer grade posts and 79 Clerical Grade posts, which are mainly responsible for administering various student financial assistance schemes and provision of support service. Among the 99 posts, 70 of them will be created for taking up the duties of non-civil service contract positions which involve work with long-term service needs that should more appropriately be handled by civil servants. Besides, 8 posts will be deleted in 2015-16, including 4 Executive Officer grade and 4 Clerical Grade posts. The posts concerned are time-limited in nature and due to lapse in 2015-16. The notional annual mid-point salary of the aforementioned posts ranges from \$181,740 to \$896,280.

Under Programme (2) Low-income Working Family Allowance

343 posts will be created in 2015-16 progressively, including (i) 20 Executive Officer Grade posts and 314 Clerical Grade posts, which are mainly responsible for taking forward the Low-income Working Family Allowance Scheme; and (ii) 9 posts of other grades, which are responsible for provision of support service. The notional annual mid-point salary of the aforementioned posts ranges from \$144,480 to \$896,280.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB234**

**(Question Serial No. 2200)**

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme  
(2) Low-income Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

**Question:**

What are the estimated number of staff, annual emoluments, housing allowance and allowances for the expenses on visits and entertainment pertaining to the following posts in the Working Family and Student Financial Assistance Agency (WFSFAA) in 2015-16?

- Head, WFSFAA
- Deputy Controller
- Assistant Controller
- Senior Executive Officer
- Principal Executive Officer
- Chief Executive Officer
- Executive Officer
- Senior Clerical Officer
- Senior Systems Manager
- Systems Manager
- Analyst/Programmer I
- Analyst/Programmer II
- Treasury Accountant
- Accounting Officer
- Project Manager
- Systems Analyst

Asked by: Hon LEUNG Kwok-hung (Member Question No. 613)

**Reply:**

The estimated number of officers and the annual salaries in 2015-16 for the posts listed in the question are tabulated below –

<b>Post/Rank</b>	<b>Number <sup>#</sup></b>	<b>Annual Salary<sup>^</sup> (\$million)</b>
Head, WFSFAA (equivalent to Administrative Officer Staff Grade B)	1	2.14
Deputy Controller (equivalent to Chief Executive Officer)	6	7.34
Assistant Controller (equivalent to Senior Executive Officer)	13	11.65
Senior Executive Officer	9	8.07
Principal Executive Officer	2	3.11
Chief Executive Officer	2	2.45
Executive Officer (including Executive Officer I and II)	105	56.05
Senior Clerical Officer	99	48.95
Senior Systems Manager	2	2.45
Systems Manager	4	3.59
Analyst/Programmer I	8	5.21
Analyst/Programmer II	10	4.31
Treasury Accountant	2	1.71
Accounting Officer (Including Accounting Officer I and II)	3	1.47
Project Manager	*	N/A
Systems Analyst	*	N/A

# It refers to the projected establishment of civil servants in 2015-16 as at 31.3.2016.

<sup>^</sup> Notional Annual Mid-point Salary is used for calculating the salaries of the civil service posts.

\* We may engage these non-civil service contract (NCSC) staff in a year to meet changing operational and service needs. We are therefore unable to project the number in the 2015-16 financial year before it begins.

Provision for housing allowances for the civil service as a whole is centrally provided for under Head 46 General expenses of the civil service and there is no provision for individual officers under Head 173. There is no provision for housing allowances for NCSC staff.

For duty visits, we do not have plans to arrange any overseas visit or visit to the Mainland in 2015-16 and have therefore not earmarked any provision in the 2015-16 Estimates for the purpose. There is no provision for expenses for duty visits for individual officers.

For official entertainment, officials of the WFSFAA will consume official meals based on operational needs and prior approval is needed before incurring any related expenses. In making an application for official entertainment, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. There is no provision for expenses for entertainment for individual officers.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB235**

**(Question Serial No. 0532)**

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the financial assistance schemes for primary and secondary school students, please inform this Committee of:

- a) the number of primary and secondary school students receiving full-level and half-level assistance and the number of eligible persons not claiming assistance in the past 2 years by household income (at 50%, 60%, 70% and 80% of the median household income), age, district of residence and type of residence; and
- b) how the income and asset limits are set for the schemes; the calculation method and the reasons for it.

Asked by: Hon LEUNG Yiu-chung (Member Question No. 11 )

Reply:

(a) The number of primary and secondary students receiving financial assistance under the School Textbook Assistance Scheme (STAS)<sup>1</sup> by family size, range of equivalent monthly family income and level of assistance for the 2013/14 and 2014/15 school years is set out in Appendix 1.

The number of primary and secondary students receiving full grant and half grant under STAS according to the districts in which their schools are located for the 2013/14 and 2014/15 school years is set out in Appendix 2.

We do not have information on the distribution of primary and secondary students receiving financial assistance by age and type of residence, and also the number of students who are eligible for but have not applied for assistance.

<sup>1</sup> Financial assistance schemes available for needy primary and secondary students include STAS, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access Charges and Examination Fee Remission Scheme. STAS covers the largest number of recipients among these schemes.

- (b) The Student Finance Office of the Working Family and Student Financial Assistance Agency adopts a standard income-test mechanism which operates on an “Adjusted Family Income” (AFI) formula as follows –

$$\text{AFI} = \frac{\text{Gross annual income of the family}}{\text{Number of household members} + 1^{\text{Note}}}$$

Note: For single-parent families of 2 or 3 members, the “plus 1” factor in the divisor of the AFI formula will be increased to “plus 2”.

The AFI calculated is then referenced against a Ready Reckoner to assess the eligibility of the applicants for student financial assistance and if so, the level of assistance receivable. The AFI cut-off points in the Ready Reckoner are adjusted annually according to the movement of the Consumer Price Index (A).

The above income-test mechanism was last reviewed in 2011 and approved by the Finance Committee vide FCR(2011-12)16. Applications for financial assistance for primary and secondary students are not subject to asset test.

<b>2013/14 School Year</b>				
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary and secondary students receiving <u>full</u> grant textbook assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary and secondary students receiving <u>half</u> grant textbook assistance
1	0 - 5,422	6	5,423 - 10,484	0
2 <sup>Note</sup>	0 - 8,133	12 585	8,134 - 15,727	2 272
3 <sup>Note</sup>	0 - 13,128	34 792	13,129 - 20,969	19 025
4	0 - 15,097	58 703	15,098 - 26,212	49 851
5	0 - 16,267	21 430	16,268 - 31,454	19 825
6	0 - 18,978	8 036	18,979 - 36,696	6 629
7	0 - 21,689	2 016	21,690 - 41,939	1 107
8	0 - 24,401	411	24,402 - 47,181	179
9	0 - 27,112	51	27,113 - 52,424	30
10	0 - 29,823	16	29,824 - 57,666	0
11	0 - 32,534	6	32,535 - 62,908	0
<b>Total</b>		<b>138 052</b>		<b>98 918</b>

Note : 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

<b>2014/15 School Year (up to 31.1.2015)</b>				
<b>Family Size</b>	<b>Range of equivalent monthly family income eligible for full level of assistance (\$)</b>	<b>No. of primary and secondary students receiving <u>full</u> grant textbook assistance</b>	<b>Range of equivalent monthly family income eligible for half level of assistance (\$)</b>	<b>No. of primary and secondary students receiving <u>half</u> grant textbook assistance</b>
1	0 - 5,698	3	5,699 - 11,019	0
2 <sup>Note</sup>	0 - 8,548	12 636	8,549 - 16,529	2 132
3 <sup>Note</sup>	0 - 13,798	33 441	13,799 - 22,038	17 302
4	0 - 15,867	54 782	15,868 - 27,548	44 362
5	0 - 17,096	20 433	17,097 - 33,058	18 954
6	0 - 19,946	7 959	19,947 - 38,568	7 003
7	0 - 22,795	1 883	22,796 - 44,077	1 182
8	0 - 25,645	395	25,646 - 49,587	221
9	0 - 28,494	48	28,495 - 55,097	36
10	0 - 31,344	9	31,345 - 60,607	2
11	0 - 34,193	10	34,194 - 66,116	0
<b>Total</b>		<b>131 599</b>		<b>91 194</b>

Note : 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

Area	School Year	2013/14			2014/15 (up to 31.1.2015)		
	No. of primary and secondary students receiving textbook assistance District that the students' schools are located	Full grant	Half grant	Total	Full grant	Half grant	Total
Hong Kong Island	Central and Western	1 788	1 527	3 315	1 644	1 355	2 999
	Eastern	6 989	5 743	12 732	6 576	5 304	11 880
	Southern	3 125	2 907	6 032	2 785	2 667	5 452
	Wan Chai	1 597	1 433	3 030	1 475	1 313	2 788
<b>Hong Kong Island subtotal:</b>		13 499	11 610	25 109	12 480	10 639	23 119
Kowloon	Kowloon City	6 538	5 172	11 710	6 195	4 778	10 973
	Kwun Tong	14 558	10 188	24 746	14 083	9 561	23 644
	Sham Shui Po	9 073	5 747	14 820	8 607	5 414	14 021
	Wong Tai Sin	8 824	6 538	15 362	8 509	6 111	14 620
	Yau Tsim Mong	5 077	3 178	8 255	4 842	2 891	7 733
<b>Kowloon subtotal:</b>		44 070	30 823	74 893	42 236	28 755	70 991
New Territories	Islands	2 679	2 505	5 184	2 325	2 254	4 579
	Kwai Tsing	12 491	8 811	21 302	11 848	8 183	20 031
	North	10 966	5 104	16 070	10 840	4 634	15 474
	Sai Kung	6 189	5 541	11 730	5 758	5 040	10 798
	Sha Tin	10 428	7 919	18 347	10 021	7 298	17 319
	Tai Po	5 950	3 825	9 775	5 814	3 603	9 417
	Tsuen Wan	4 668	3 528	8 196	4 480	3 245	7 725
	Tuen Mun	11 537	8 720	20 257	10 821	7 871	18 692
	Yuen Long	15 575	10 532	26 107	14 976	9 672	24 648
<b>New Territories subtotal:</b>		80 483	56 485	136 968	76 883	51 800	128 683
<b>Total</b>		<b>138 052</b>	<b>98 918</b>	<b>236 970</b>	<b>131 599</b>	<b>91 194</b>	<b>222 793</b>

- End -



**CONTROLLING OFFICER'S REPLY****EDB236****(Question Serial No. 0570)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational ExpensesProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Under this Programme, there is a net increase of 91 civil service posts in 2015-16. Please set out in detail the nature of work, ranks and salaries of the posts to be created and deleted.

Asked by: Hon POON Siu-ping (Member Question No. 49)Reply:

The breakdown of the 99 civil service posts to be created in 2015-16 by rank, salary and nature of work is set out below –

No. of Post	Rank (No. of Post)	Annual staff cost <sup>^</sup>	Nature of work
14	Systems Manager (1)	\$896,280	To implement, maintain and manage information technology (IT) systems and various e-Government services, support the procurement and funding processes of IT systems, services and products, manage the outsourced IT contracts; and to strengthen the internal administrative support.
	Analyst/Programmer I (4)	\$2,604,720	
	Analyst/Programmer II (6)	\$2,586,960	
	Executive Officer I (1)	\$651,180	
	Assistant Clerical Officer (1)	\$232,920	
	Clerical Assistant (1)	\$181,740	
52	Executive Officer I (2)	\$1,302,360	To receive and process applications, conduct authentication, answer enquiries, arrange disbursement of grants/loans under various means-tested financial assistance schemes, and implement various improvement measures so as to provide enhanced support to needy students.
	Senior Clerical Officer (5)	\$2,472,000	
	Clerical Officer (16)	\$5,975,040	
	Assistant Clerical Officer (14)	\$3,260,880	
	Clerical Assistant (15)	\$2,726,100	

<b>No. of Post</b>	<b>Rank (No. of Post)</b>	<b>Annual staff cost<sup>^</sup></b>	<b>Nature of work</b>
33	Executive Officer I (4)	\$2,604,720	To conduct default loan analysis, process applications from loan defaulters for loan re-structuring, initiate legal actions against defaulters/indemnifiers; and to receive and process applications under non-means-tested loan schemes, answer enquiries, arrange disbursement of loans and implement various improvement measures with a view to easing the repayment burden of student loan borrowers.
	Executive Officer II (2)	\$862,320	
	Clerical Officer (4)	\$1,493,760	
	Assistant Clerical Officer (15)	\$3,493,800	
	Clerical Assistant (8)	\$1,453,920	

<sup>^</sup> The Notional Annual Mid-point Salary (NAMS) of the rank is used for calculating the annual staff cost.

Amongst the above 99 civil service posts, 70 of them will be created for taking up the duties of non-civil service contract positions which involve work with long-term service needs that should more appropriately be handled by civil servants.

The breakdown of the 8 civil service posts to be deleted in 2015-16 by rank, salary and function is set out below –

<b>No. of Post</b>	<b>Rank (No. of Post)</b>	<b>Annual staff cost<sup>^</sup></b>	<b>Nature of work</b>
8	Executive Officer I (3)	\$1,953,540	To perform the preparatory work such as user acceptance tests, data conversion checking work, etc. for the development of the Integrated Student Financial Assistance System. The posts concerned are time-limited in nature and due to lapse in 2015-16.
	Executive Officer II (1)	\$431,160	
	Assistant Clerical Officer (4)	\$931,680	

<sup>^</sup> The NAMS of the rank is used for calculating the annual staff cost.

- End -

**CONTROLLING OFFICER'S REPLY****EDB237****(Question Serial No. 2028)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Will the Government inform this Committee of the reason why the numbers of full-time students in the undergraduate, taught postgraduate, research postgraduate and sub-degree programmes funded by the University Grants Committee in the coming year are lower than those in the previous year?

Asked by: Hon CHAN Han-pan (Member Question No. 31)Reply:

The University Grants Committee (UGC)-funded institutions may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. In respect of non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% consists of up to 4% within the UGC funded number and up to 16% outside the UGC-funded number (the so called "4%-in-16%-out" policy). Over the years, institutions have been exercising this flexibility in over-enrolment. As a result, the approved student numbers for the UGC-funded undergraduate programmes for 2014/15 was 70 757, while the estimated actual enrolment was 79 916. The approved student numbers for the UGC-funded taught postgraduate programmes for 2014/15 was 2 193, while the estimated actual enrolment was 2 300. Similarly, the actual numbers of students in undergraduate and taught postgraduate programmes in the 2015/16 academic year are likely to exceed the approved student number targets.

Besides, it is noteworthy that, starting from the 2016/17 academic year, the "4%-in-16%-out" policy will be replaced by a "20%-out" policy, i.e. all new non-local students in sub-degree, undergraduate and taught postgraduate programmes will have to be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level.

For research postgraduate (RPg) programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects. As a result, the approved student numbers for the UGC-funded RPg programmes remain at 5 595 per annum since the 2012/13 academic year, while the estimated actual enrolment for 2014/15 was 7 103. Similarly, the actual number of students in RPg programmes in the 2015/16 academic year is likely to exceed the approved student number target.

The approved student numbers for the UGC-funded sub-degree programmes for 2014/15 was 4 321, while the estimated actual enrolment was 4 444 due to over-enrollment. There is a decrease of 453 approved

student places for sub-degree programmes between 2014/15 and 2015/16 (i.e. from 4 321 to 3 868) mainly because of the phasing-out/discontinuation of those sub-degree programmes which could not meet specific exemption criteria as recommended by the UGC in its Higher Education Review 2002 and accepted by the Government, as follows –

- (i) courses that require high start-up and maintenance costs or access to expensive laboratories/equipment;
- (ii) courses that meet specific manpower needs; and
- (iii) courses that can be regarded as endangered species (*i.e.* those that lack market appeal to the provider and the average student, such as pure arts or science).

- End -

**CONTROLLING OFFICER'S REPLY****EDB238****(Question Serial No. 2029)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The Government points out that “a key factor in promoting internationalisation is the provision of hostel places”. In respect of this, would the Government inform this Committee:

- (a) Over the past three years, what were the number of hostel places allocated to the following two types of students by the publicly-funded institutions? Please reply by using the table below:

2014			
The University of Hong Kong			
	No. of Students Enrolled	No. of Local Students Living in Hostels	No. of Non-local Students Living in Hostels
Undergraduate programme			
Taught Postgraduate Programme			
Research Postgraduate Programme			
Sub-degree Programme			

- (b) Has the Government put in place any measures to monitor the process of allocation of hostels by the institutions to ensure that both types of students are treated fairly and reasonably throughout the process? If yes, what are the manpower, expenditures and details of such measures involved? If no, what are the reasons?
- (c) Further to the question above, if some of the non-local students are not granted a hostel place, will the institutions provide any support to these students? If yes, what are the expenditures and details of such measures involved? If no, what are the reasons?

Asked by: Hon CHAN Han-pan (Member Question No. 32)

Reply:

- (a) The number of students enrolled in University Grants Committee (UGC)-funded full-time programmes and the respective number of local and non-local students living in hostels broken down by the level of study and the institutions in the last three academic years from 2012/13 to 2014/15 is tabulated at the Annex.

- (b) Under the Government's prevailing hostel policy, the UGC-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria<sup>1</sup>: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places.

The actual allocation of student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate publicly-funded, privately-funded and temporary hostel places to their local and non-local students enrolled in the UGC-funded and non-UGC-funded programmes as well as exchange students according to their own sets of criteria and procedures. Generally speaking, institutions take into account the actual number of applications, merits of individual applicants (e.g. contributions in extra-curricular activities), etc. in assessing the applications.

- (c) Institutions provide different kinds of assistance to non-local students who are not offered hostel places. Generally, they provide information on off-campus rental accommodation and tenancy arrangements on their websites and before the arrival of non-local students in Hong Kong or during their induction. They also provide individual advisory service at student affairs offices, and organize workshops and seminars to provide advice on related legal matters like tenancy arrangements. Some of the institutions set up dedicated websites to facilitate matching of flatmates and sharing of off-campus living information, organize flat visit tours and conduct individual referrals. Two institutions provide university rented off-campus accommodation to students. One institution invites property owners to register their accommodation with its housing office to facilitate students' search for accommodation. It has also introduced a bursary scheme for off-campus accommodation to non-local undergraduate students since the 2009/10 academic year. Under this scheme, students successful in their applications are reimbursed their rental for off-campus accommodation, subject to a maximum amount of \$26,000 per year (for the 2014/15 academic year). Up to the 2013/14 academic year, about 2 000 students have applied for this scheme and a total of around \$38 million, funded from non-UGC funding sources, has been reimbursed to students.

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<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

**Statistics on Students Enrolment and Allocation of Student Hostel Places  
in 2012/13, 2013/14 and 2014/15 Academic Years**

Academic year	Institution	Number of students enrolled	Number of local students living in hostel	Number of non-local students living in hostel
2012/13	City University of Hong Kong			
	(a) Sub-Degree	1 052	1	0
	(b) Undergraduate	11 008	1 778	1 318
	(c) Taught Postgraduate	53	0	0
	(d) Research Postgraduate	679	5	465
	Hong Kong Baptist University			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	6 255	1 164	619
	(c) Taught Postgraduate	13	0	0
	(d) Research Postgraduate	237	0	63
	Lingnan University			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	2 622	1 694	367
	(c) Taught Postgraduate	0	0	0
	(d) Research Postgraduate	65	8	33
	The Chinese University of Hong Kong			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	15 285	3 721	2 210
	(c) Taught Postgraduate	377	0	0
	(d) Research Postgraduate	1 774	35	940
	The Hong Kong Institute of Education			
	(a) Sub-Degree	515	130	0
	(b) Undergraduate	3 781	1 614	281
	(c) Taught Postgraduate	148	20	4
	(d) Research Postgraduate	36	1	25
	The Hong Kong Polytechnic University			
	(a) Sub-Degree	3 360	43	1
	(b) Undergraduate	12 955	2 816	1 459
	(c) Taught Postgraduate	14	0	0
	(d) Research Postgraduate	623	5	401
	The Hong Kong University of Science and Technology			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	8 626	2 354	1 198
	(c) Taught Postgraduate	0	0	0
	(d) Research Postgraduate	1 218	23	872
	The University of Hong Kong			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	14 316	2 915	2 048
	(c) Taught Postgraduate	531	37	10
	(d) Research Postgraduate	2 059	83	709

Academic year	Institution	Number of students enrolled	Number of local students living in hostel	Number of non-local students living in hostel
2013/14	City University of Hong Kong			
	(a) Sub-Degree	916	2	0
	(b) Undergraduate	11 369	1 677	1 416
	(c) Taught Postgraduate	53	0	1
	(d) Research Postgraduate	664	5	484
	Hong Kong Baptist University			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	6 365	1 267	515
	(c) Taught Postgraduate	13	0	0
	(d) Research Postgraduate	251	0	62
	Lingnan University			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	2 570	1 671	363
	(c) Taught Postgraduate	0	0	0
	(d) Research Postgraduate	74	12	35
	The Chinese University of Hong Kong			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	15 889	4 775	2 246
	(c) Taught Postgraduate	356	2	3
	(d) Research Postgraduate	1 786	27	1 076
	The Hong Kong Institute of Education			
	(a) Sub-Degree	534	87	0
	(b) Undergraduate	3 796	1 681	338
	(c) Taught Postgraduate	156	12	5
	(d) Research Postgraduate	36	3	24
	The Hong Kong Polytechnic University			
	(a) Sub-Degree	3 137	0	0
	(b) Undergraduate	13 249	2 618	1 551
	(c) Taught Postgraduate	15	0	4
	(d) Research Postgraduate	676	5	456
	The Hong Kong University of Science and Technology			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	8 794	2 606	1 486
	(c) Taught Postgraduate	0	0	0
	(d) Research Postgraduate	1 350	36	856
	The University of Hong Kong			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	14 721	3 067	1 885
	(c) Taught Postgraduate	523	43	18
	(d) Research Postgraduate	2 112	74	769
2014/15*	City University of Hong Kong			
	(a) Sub-Degree	903	0	0
	(b) Undergraduate	12 028	1 607	1 439
	(c) Taught Postgraduate	53	0	0
	(d) Research Postgraduate	741	6	566
	Hong Kong Baptist University			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	6 465	1 275	494
	(c) Taught Postgraduate	10	0	0
	(d) Research Postgraduate	268	1	58



Academic year	Institution	Number of students enrolled	Number of local students living in hostel	Number of non-local students living in hostel
2014/15*	Lingnan University			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	2 532	1 807	339
	(c) Taught Postgraduate	0	0	0
	(d) Research Postgraduate	81	5	44
	The Chinese University of Hong Kong			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	16 379	5 239	2 253
	(c) Taught Postgraduate	367	6	2
	(d) Research Postgraduate	1 824	26	1 006
	The Hong Kong Institute of Education			
	(a) Sub-Degree	494	136	0
	(b) Undergraduate	3 725	1 599	354
	(c) Taught Postgraduate	159	13	2
	(d) Research Postgraduate	29	3	26
	The Hong Kong Polytechnic University			
	(a) Sub-Degree	2 598	0	0
	(b) Undergraduate	13 954	2 492	1 639
	(c) Taught Postgraduate	15	0	0
	(d) Research Postgraduate	694	7	564
	The Hong Kong University of Science and Technology			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	8 875	2 157	1 622
	(c) Taught Postgraduate	0	0	0
	(d) Research Postgraduate	1 354	42	816
	The University of Hong Kong			
	(a) Sub-Degree	0	0	0
	(b) Undergraduate	15 411	2 881	1 971
	(c) Taught Postgraduate	520	36	22
	(d) Research Postgraduate	2 106	76	908

\* Provisional figures for 2014/15 academic year

#### Notes

- Figures for the number of students enrolled refer to the student enrolment (headcount) of UGC-funded full-time programmes only.
- Figures for the number of local or non-local students living in hostels refer to the snapshot positions reported by the institutions as at 30 September 2012, 30 September 2013 and 30 September 2014 on the number of students enrolled in UGC-funded programmes who have been successful in their hostel application and were provided with a hostel place, including publicly-funded, privately-funded and temporary hostel places offered by the institutions.

- End -

**CONTROLLING OFFICER'S REPLY****EDB239****(Question Serial No. 0118 )**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- a) Please list in the table below by year the number of candidates sitting the Hong Kong Advanced Level (HKAL) and the Hong Kong Diploma of Secondary Education (HKDSE) examinations (figures since 2012 only) and relevant figures in the past five years, i.e. 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15.

Year	Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) places	Joint University Programmes Admissions System (JUPAS)			Non-JUPAS	
		No. of candidates sitting for the HKAL/HKDS examinations in the relevant year	No. of candidates meeting the general entrance requirements of the UGC-funded FYFD programmes	No. of candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS	No. of applications for UGC-funded FYFD places from local students	No. of local students admitted
HKALE						
2010/11						
2011/12						
2012/13						
HKDSE						
2012/13						
2013/14						
2014/15						

- b) What are the numbers of private candidates sitting the HKALE and HKDSE Examination in the past five years, i.e. 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 2)Reply:

The number of candidates sitting for the Hong Kong Advanced Level (HKAL) and Hong Kong Diploma of Secondary Education (HKDSE) examinations, the approved student number targets of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places, the number and percentage of candidates

having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admissions System (JUPAS), the number of local students admitted through the non-JUPAS route, and the numbers of private candidates sitting the HKAL and HKDSE examinations in the past five years from the 2010/11 to 2014/15 academic years are set out at the Annex.

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland, Taiwan and other parts of the world). For the 2014/15 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts is also offering 167 publicly-funded undergraduate intake places. The self-financing sector is also offering some 8 600 intake places in full-time locally-accredited self-financing undergraduate programmes in the 2014/15 academic year. According to the 2014 Secondary 6 Students' Pathway Survey conducted by the Education Bureau in October to December 2014, about 10% of the Secondary 6 graduates who responded to the survey (or some 6 000 graduates out of a total of some 62 300 graduates of the 2013/14 school year who responded) have chosen to pursue further studies outside Hong Kong.

Furthermore, it should be noted that the number of local secondary school graduates will drop significantly, from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

**Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS and non-JUPAS routes from the 2010/11 to 2014/15 academic years**

Year	Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) places	Joint University Programmes Admissions System (JUPAS)				Non-JUPAS		
		No. of candidates sitting for the HKAL/HKDSE examinations in the relevant year <sup>(1)</sup>	Candidates meeting the general entrance requirements of the UGC-funded FYFD programmes <sup>(1)</sup>		Candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS <sup>(3)</sup>		No. of applications for UGC-funded FYFD places from local students <sup>(4) (5)</sup>	No. of local students admitted <sup>(3)</sup>
			No.	% <sup>(2)</sup>	No.	% <sup>(2)</sup>		
<b>HKAL Examination</b>								
2010/11	14 580	38 964 (8 075)	18 430 (714)	47.3% (8.8%)	7 163	18.4%	43 391	2 535
2011/12	14 620	41 058 (8 957)	19 059 (667)	46.4% (7.4%)	7 666	18.7%	43 819	2 603
2012/13	15 000	40 515 (8 887)	18 820 (454)	46.5% (5.1%)	7 219	17.8%	47 023 <sup>(6)</sup>	2 706
<b>HKDSE Examination</b>								
2012/13	15 000	72 620 (1 141)	26 636 (42)	36.7% (3.7%)	13 040	18.0%	15 704 <sup>(6)</sup>	1 066
2013/14	15 000	81 355 (10 450)	28 451 (1 256)	35.0% (12.0%)	16 283	20.0%	58 186	2 475
2014/15	15 000	78 400 (12 048)	27 971 (1 532)	35.7% (12.7%)	15 669	20.0%	61 000	2 447 <sup>(7)</sup>

## Notes:

- (1) Provided by the Hong Kong Examinations and Assessment Authority. Figures in ( ) refer to private candidates. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) As a percentage of the number of candidates sitting for the HKAL/HKDSE examinations in the relevant year. Figures in ( ) refer to the percentage of the private candidates sitting for the HKAL/HKDSE examinations in the relevant year.
- (3) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but received a UGC-funded sub-degree place via JUPAS instead; those who participated in the Early Admissions Scheme (which ceased operation in the 2012/13 academic year), etc.
- (4) Local students applying via the non-JUPAS route include those applicants holding qualifications other than HKAL/HKDSE examinations, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate (IB) and the General Certificate of Education (GCE), etc.
- (5) Provided by the eight UGC-funded institutions. Each individual local student can only submit one application to each institution to apply for several programmes (except for HKIEd which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one institution, and hence the UGC is unable to attribute the actual number of applicants applying to the UGC-funded programme via non-JUPAS.
- (6) For the 2012/13 academic year, some institutions have included the number of local applicants applying for 3-year and/or 4-year programmes in both figures as breakdown by cohort was not available.

(7) Provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY****EDB240****(Question Serial No. 0195)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Under the existing policy, institutions funded by the University Grants Committee (UGC) may set aside up to 4% within the UGC-funded places and up to 16% outside the UGC-funded places for admission of non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes (the 4%-in-16%-out policy). Starting from the 2016/17 academic year, the UGC will change the 4%-in-16%-out policy to a 20%-out policy, so that all the UGC-funded places at institutions will be utilised for admission of local students.

- a) Since the implementation of the 4%-in-16%-out policy, what are the respective numbers of non-local students admitted by various UGC-funded institutions to UGC-funded first-year-first-degree (FYFD) programmes in each of the years? Please list out the numbers with the relevant (1) years, (2) names of the funded institutions, (3) programmes and (4) numbers of local students admitted to the programmes.
- b) What are the timetable of UGC and the expenditures involved for implementing the 20%-out policy? Will the policy be implemented by phases?
- c) Will consideration be given to increasing the number of UGC-funded FYFD places after the implementation of the 20%-out policy by UGC? If so, what are the details and the expenditures involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 4)Reply:

- a) The “4%-in-16%-out” policy has been implemented since the 2008/09 academic year. The number of local and non-local students admitted to UGC-funded first-year first-degree (FYFD) programmes by institution and broad academic programme category from the 2010/11 to 2014/15 academic years is at **Annex**.
- b) The new “20%-out” policy will be implemented starting from the 2016/17 academic year. All new non-local students in sub-degree, undergraduate and taught postgraduate programmes should be admitted through over-enrolment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level. The UGC will consult its funded institutions on the implementation details prior to the admission of new students for the 2016/17 academic year by institutions. The additional work involved will be absorbed by the existing staff of the UGC Secretariat.
- c) In the 2012/13 to 2014/15 triennium, the Government has increased the number of UGC-funded FYFD places from 14 620 to 15 000 per annum. Looking ahead, the number of local secondary school

graduates will drop significantly, from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to increase subsidised higher education opportunities further, in a bid to provide school leavers with broader and more diversified articulation pathways. Following the full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level. Hence, the Government plans to maintain the number of UGC-funded FYFD places at 15 000 per annum during the 2016/17 to 2018/19 triennium.

**Number of Local and Non-local Students Admitted to UGC-funded First-year First-degree Programmes by Institution and Broad Academic Programme Category, 2010/11 to 2014/15 Academic Years**

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2010/11	CityU	Sciences	373	55	428
		Engineering and Technology	493	33	526
		Business and management	728	96	825
		Social Sciences	340	34	373
		Arts and Humanities	184	22	207
	Sub-total		2 119	240	2 359
	HKBU	Medicine, Dentistry and Health	36	9	45
		Sciences	222	46	268
		Business and management	238	28	266
		Social Sciences	380	46	426
		Arts and Humanities	312	16	327
		Education	68	2	70
	Sub-total		1 256	147	1 403
	LU	Business and management	180	25	205
		Social Sciences	128	15	143
		Arts and Humanities	259	9	268
	Sub-total		567	49	616
	CUHK	Medicine, Dentistry and Health	447	4	451
		Sciences	577	77	654
		Engineering and Technology	382	64	446
		Business and management	505	131	636
		Social Sciences	478	51	529
		Arts and Humanities	398	10	408
		Education	66	-	66
	Sub-total		2 853	337	3 190
	HKIEd	Sciences	98	6	103
		Social Sciences	26	3	28
		Arts and Humanities	304	31	335
		Education	269	17	286
	Sub-total		696	56	752
	PolyU	Medicine, Dentistry and Health	426	12	438
		Sciences	287	37	324
		Engineering and Technology	708	97	805
		Business and management	584	129	713
		Social Sciences	64	2	66
		Arts and Humanities	232	21	253
	Sub-total		2 300	299	2 599
	HKUST	Sciences	503	57	560
		Engineering and Technology	594	115	709
		Business and management	630	87	718
		Social Sciences	30	13	43
		Arts and Humanities	-	-	-
		Education	4	-	4
	Sub-total		1 762	272	2 034
	HKU	Medicine, Dentistry and Health	483	12	495
		Sciences	380	63	443
		Engineering and Technology	516	93	609
		Business and management	264	118	382
		Social Sciences	547	148	695



Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
		Arts and Humanities	348	22	370
		Education	103	3	106
	Sub-total		2 642	459	3 101
All Institutions (Total)			14 195	1 859	16 054

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2011/12	CityU	Sciences	379	44	423
		Engineering and Technology	487	49	536
		Business and management	725	94	819
		Social Sciences	334	28	362
		Arts and Humanities	189	24	213
	Sub-total		2 114	239	2 353
	HKBU	Medicine, Dentistry and Health	37	8	45
		Sciences	223	43	266
		Business and management	238	34	272
		Social Sciences	376	46	422
		Arts and Humanities	310	15	326
		Education	68	3	71
	Sub-total		1 252	149	1 401
	LU	Business and management	176	23	199
		Social Sciences	126	8	134
		Arts and Humanities	256	7	263
	Sub-total		558	38	596
	CUHK	Medicine, Dentistry and Health	461	1	462
		Sciences	582	98	680
		Engineering and Technology	365	66	430
		Business and management	527	154	682
		Social Sciences	496	51	547
		Arts and Humanities	406	8	414
		Education	69	-	69
	Sub-total		2 906	378	3 284
	HKIEd	Sciences	76	5	81
		Social Sciences	24	3	28
		Arts and Humanities	443	34	477
		Education	280	13	294
	Sub-total		823	56	879
	PolyU	Medicine, Dentistry and Health	429	12	441
		Sciences	284	37	321
		Engineering and Technology	717	92	809
		Business and management	595	156	751
		Social Sciences	65	3	68
		Arts and Humanities	235	16	251
	Sub-total		2 325	316	2 641
	HKUST	Sciences	526	85	612
		Engineering and Technology	581	109	689
		Business and management	675	107	782
		Social Sciences	47	16	63
		Arts and Humanities	16	2	18
		Education	4	-	4
	Sub-total		1 849	319	2 168
	HKU	Medicine, Dentistry and Health	496	4	500
		Sciences	401	63	464
		Engineering and Technology	466	141	608
		Business and management	276	112	388
		Social Sciences	546	154	699
		Arts and Humanities	334	29	363
		Education	101	6	107
	Sub-total		2 620	509	3 129
All Institutions (Total)			14 447	2 004	16 451

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2012/13 (3-year programme)	CityU	Sciences	388	54	442
		Engineering and Technology	472	38	510
		Business and management	701	94	795
		Social Sciences	301	35	336
		Arts and Humanities	192	25	217
	Sub-total		2 054	246	2 300
	HKBU	Medicine, Dentistry and Health	41	9	50
		Sciences	214	51	265
		Business and management	239	34	273
		Social Sciences	371	47	417
		Arts and Humanities	315	18	333
		Education	76	3	79
	Sub-total		1 256	161	1 417
	LU	Business and management	172	7	179
		Social Sciences	123	-	123
		Arts and Humanities	249	-	249
	Sub-total		544	7	551
	CUHK	Medicine, Dentistry and Health	519	6	525
		Sciences	554	101	655
		Engineering and Technology	405	52	457
		Business and management	489	139	627
		Social Sciences	490	47	537
		Arts and Humanities	423	28	450
		Education	69	-	69
	Sub-total		2 949	372	3 321
	HKIEd	Sciences	79	1	80
		Business and management	2	-	2
		Social Sciences	21	@	21
		Arts and Humanities	310	@	310
		Education	236	1	237
	Sub-total		648	2	650
	PolyU	Medicine, Dentistry and Health	616	5	621
		Sciences	275	37	312
		Engineering and Technology	702	110	812
		Business and management	598	156	753
		Social Sciences	61	3	64
		Arts and Humanities	232	22	255
	Sub-total		2 484	333	2 817
	HKUST	Sciences	509	89	598
		Engineering and Technology	541	100	640
		Business and management	656	124	780
		Social Sciences	48	15	63
		Arts and Humanities	21	3	24
	Sub-total		1 774	331	2 105
	HKU	Medicine, Dentistry and Health	550	4	554
		Sciences	359	79	438
		Engineering and Technology	465	140	605
		Business and management	250	126	377
		Social Sciences	526	168	695
		Arts and Humanities	352	28	379
		Education	96	9	105
	Sub-total		2 598	554	3 152
All Institutions (Total)			14 307	2 006	16 313

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	6	1	7
		Sciences	366	54	420
		Engineering and Technology	483	58	541
		Business and management	686	97	784
		Social Sciences	314	35	349
		Arts and Humanities	222	26	248
	Sub-total		2 077	272	2 349
	HKBU	Medicine, Dentistry and Health	37	13	50
		Sciences	194	51	245
		Business and management	222	41	263
		Social Sciences	378	55	433
		Arts and Humanities	320	25	345
		Education	76	6	82
	Sub-total		1 227	191	1 418
	LU	Business and management	166	23	189
		Social Sciences	122	11	133
		Arts and Humanities	240	15	255
	Sub-total		528	49	577
	CUHK	Medicine, Dentistry and Health	527	6	532
		Sciences	573	73	645
		Engineering and Technology	449	64	514
		Business and management	524	175	699
		Social Sciences	514	74	588
		Arts and Humanities	425	9	434
		Education	72	-	72
	Sub-total		3 084	400	3 484
	HKIEd	Sciences	94	6	100
		Business and management	6	@	7
		Social Sciences	22	2	24
		Arts and Humanities	332	27	358
		Education	305	23	328
	Sub-total		759	58	817
	PolyU	Medicine, Dentistry and Health	619	2	621
		Sciences	266	39	305
		Engineering and Technology	631	92	723
		Business and management	523	161	684
		Social Sciences	72	3	74
		Arts and Humanities	216	9	225
	Sub-total		2 327	306	2 633
	HKUST	Sciences	835	108	943
		Engineering and Technology	126	17	143
		Business and management	125	16	141
		Social Sciences	214	27	241
		Arts and Humanities	536	68	605
	Sub-total		1 836	236	2 072
	HKU	Medicine, Dentistry and Health	575	8	583
		Sciences	398	98	495
		Engineering and Technology	555	136	691
		Business and management	290	124	415
		Social Sciences	570	174	744
		Arts and Humanities	370	41	411
		Education	66	5	71
	Sub-total		2 824	586	3 410
All Institutions (Total)			14 662	2 098	16 760

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2013/14	CityU	Medicine, Dentistry and Health	6	1	7
		Sciences	403	73	476
		Engineering and Technology	486	72	558
		Business and management	683	134	817
		Social Sciences	328	47	376
		Arts and Humanities	211	27	238
	Sub-total		2 118	354	2 472
	HKBU	Medicine, Dentistry and Health	40	12	52
		Sciences	188	51	239
		Business and management	219	44	263
		Social Sciences	364	58	422
		Arts and Humanities	316	26	341
		Education	80	1	81
	Sub-total		1 207	191	1 398
	LU	Business and management	166	19	185
		Social Sciences	124	10	134
		Arts and Humanities	241	14	255
	Sub-total		531	43	574
	CUHK	Medicine, Dentistry and Health	532	9	541
		Sciences	566	79	645
		Engineering and Technology	430	83	513
		Business and management	532	196	729
		Social Sciences	515	83	598
		Arts and Humanities	431	27	458
		Education	68	2	69
	Sub-total		3 074	479	3 553
	HKIEd	Sciences	84	7	91
		Business and management	3	1	3
		Social Sciences	59	9	68
		Arts and Humanities	295	37	332
		Education	211	29	240
	Sub-total		652	83	735
	PolyU	Medicine, Dentistry and Health	606	3	609
		Sciences	268	48	316
		Engineering and Technology	635	124	758
		Business and management	542	194	735
		Social Sciences	73	3	76
		Arts and Humanities	216	14	230
	Sub-total		2 340	385	2 725
	HKUST	Sciences	763	159	922
		Engineering and Technology	162	32	194
		Business and management	250	48	298
		Social Sciences	191	38	229
		Arts and Humanities	480	100	579
	Sub-total		1 845	378	2 223
	HKU	Medicine, Dentistry and Health	573	3	576
		Sciences	423	83	506
		Engineering and Technology	550	115	666
		Business and management	287	125	411
		Social Sciences	595	182	778
		Arts and Humanities	377	22	399
		Education	70	3	73
	Sub-total		2 876	533	3 409
All Institutions (Total)			14 643	2 446	17 089

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2014/15 <sup>#</sup>	CityU	Medicine, Dentistry and Health	5	1	6
		Sciences	390	74	464
		Engineering and Technology	476	73	548
		Business and Management	698	134	832
		Social Sciences	335	42	376
		Arts and Humanities	208	31	239
		Sub-total	2 112	354	2 466
	HKBU	Medicine, Dentistry and Health	32	13	45
		Sciences	184	55	239
		Business and Management	213	46	259
		Social Sciences	371	61	432
		Arts and Humanities	317	27	344
		Education	82	-	82
		Sub-total	1 199	203	1 402
	LU	Business and Management	171	19	190
		Social Sciences	124	10	134
		Arts and Humanities	249	12	261
		Sub-total	544	41	585
	CUHK	Medicine, Dentistry and Health	527	8	535
		Sciences	569	88	657
		Engineering and Technology	420	84	504
		Business and Management	531	175	706
		Social Sciences	513	89	602
		Arts and Humanities	427	31	457
		Education	64	-	64
		Sub-total	3 052	474	3 526
	HKIED	Sciences	78	8	86
		Social Sciences	71	15	86
		Arts and Humanities	283	33	316
		Education	237	27	264
		Sub-total	668	83	751
	PolyU	Medicine, Dentistry and Health	609	5	614
		Sciences	272	46	318
		Engineering and Technology	630	117	747
		Business and Management	544	228	773
		Social Sciences	73	5	77
		Arts and Humanities	215	19	234
		Sub-total	2 343	420	2 763
	HKUST	Sciences	526	107	633
		Engineering and Technology	551	116	667
		Business and Management	570	118	688
		Social Sciences	137	28	165
		Arts and Humanities	23	4	27
		Sub-total	1 807	372	2 179
	HKU	Medicine, Dentistry and Health	576	9	585
		Sciences	426	93	519
		Engineering and Technology	637	136	773
		Business and Management	289	131	419
		Social Sciences	619	203	822
		Arts and Humanities	405	38	442
		Education	73	4	77
		Sub-total	3 024	613	3 637
	<b>All Institutions (Total)</b>		<b>14 749</b>	<b>2 560</b>	<b>17 309</b>

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. '-' denotes nil.
3. # Provisional figures.
4. '@' denotes a number less than 0.5.
5. Abbreviations:

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

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB241**

**(Question Serial No. 0201)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) In the past two years, what were the attendance rates of members at the committee meetings of the University Grants Committee (UGC) and its sub-committees? Please provide the relevant information for each individual member.
- b) In the past two years, what were the attendance rates of members at the committee meetings of the Research Grants Council (RGC) and its sub-committees? Please provide the relevant information for each individual member.
- c) In the past two years, what were the attendance rates of members at the meetings of the Quality Assurance Council (QAC) and its audit panels? Please provide the relevant information for each individual member.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 11)

Reply:

- a) The attendance rates of members of the University Grants Committee (UGC) at the meetings of the UGC, its sub-committees and groups from 1 January 2013 to 31 December 2014 are at **Annex A**.
- b) The attendance rates of members of the Research Grants Council (RGC) at the meetings of the RGC, its sub-committees and groups from 1 January 2013 to 31 December 2014 are at **Annex B**.
- c) The attendance rates of members of the Quality Assurance Council (QAC) at the meetings of the QAC from 1 January 2013 to 31 December 2014 are at **Annex C**. QAC members are not members of the QAC quality audit panels.

Furthermore, to ensure openness and transparency, the attendance record of UGC, RGC and QAC members is posted on the UGC's website on a regular basis.



**UGC Members' attendance at the meetings of the UGC,  
its sub-committees and groups**  
(from 1 January 2013 to 31 December 2014)

Name	Total number of meetings of the UGC, sub-committees and groups to which he/she is a member <sup>^</sup>	Number of meetings attended	Attendance rate
<b><u>Chairman</u></b>			
Mr Edward Cheng Wai-sun	22	22	100%
<b><u>Members</u></b>			
The Hon Cheung Chi-kong	11	11	100%
Mr Cheung Pak-hong	16	15	94%
Prof Chung Yip-wah*	15	15	100%
Prof Adrian Dixon*	9	9	100%
Sir David Eastwood*	27	27	100%
Sir Malcolm Grant*	13	13	100%
Prof Andrew Hamilton*	6	6	100%
Prof Mette Hjort	13	13	100%
Prof Richard Ho Yan-ki	26	24	92%
Dr Kam Pok-man	15	15	100%
Prof William Kirby*	16	11	69%
Prof Gabriel Leung	13	8	62%
Dr Michael Mak Hoi-hung	11	11	100%
Prof Wei Shyy	8	7	88%
Prof Mark Wainwright*	21	21	100%
Prof Angelina Yuen	10	8	80%
Prof Zhang Jie*	6	4	67%
<b><u>Ex-officio Members</u></b>			
Mr Lincoln Leong Kwok-kuen	2	2	100%
Mr Tim Lui tim-leung	20	18	90%
Prof Benjamin W Wah	33	33	100%

\* Non-local Members

<sup>^</sup> This number may vary for each member depending on the respective date of appointment to UGC and the sub-committees/groups concerned

**RGC Members' attendance at the meetings of the RGC,  
its sub-committees and groups  
(from 1 January 2013 to 31 December 2014)**

Name	Total number of meetings of the RGC, sub-committees and groups to which he/she is a member <sup>^</sup>	Number of meetings attended	Attendance rate
<b><u>Chairman</u></b>			
Professor Benjamin W Wah	27	27	100%
<b><u>Members</u></b>			
Professor Terry KF Au	11	11	100%
Professor Peter Baehr	4	3	75%
Professor Iris Benzie	1	1	100%
Professor Moses HW Chan*	7	7	100%
Professor Louis KC Chan*	16	16	100%
Professor Jack Cheng Chun-yiu	1	1	100%
Dr Nim-kwan Cheung	9	9	100%
Professor Chung Yip-wah*	15	15	100%
Professor Paul Clark*	4	4	100%
Professor Anne Cooke*	11	10	91%
Professor Arthur B Ellis	3	3	100%
Professor Joanna Ho*	7	7	100%
Professor Ronnie Hsia Po-chia*	13	12	92%
Professor Chun Hui	1	1	100%
Professor Chao-jun Li*	10	9	90%
Mr Allen Ma Kam-sing	1	1	100%
Professor Ross Murch	4	3	75%
Professor Jay Siegel*	1	1	100%
Professor Kar-yan Tam	1	1	100%
Professor Paul KH Tam	4	4	100%
Professor Rocky S Tuan*	13	13	100%
Professor Wing-hung Wong*	7	7	100%
Professor Edward Yeung Sze-shing*	5	5	100%
Professor Paul KL Yu*	18	14	78%
<b><u>Ex-officio Member</u></b>			
Professor On-ching Yue	4	3	75%

\* Non-local Members

<sup>^</sup> This number may vary for each member depending on the respective date of appointment to RGC and the sub-committees/groups concerned.

**QAC Members' attendance at the meetings of the QAC**  
**(from 1 January 2013 to 31 December 2014)**

Name	Total number of meetings of the QAC <sup>^</sup>	Number of meetings attended	Attendance rate
<b><u>Chairman</u></b>			
Mr Lincoln Leong Kwok-kuen	5	4	80%
<b><u>Members</u></b>			
Mr Roger Thomas Best	6	4	67%
Professor Adrian Dixon*	2	2	100%
Dr Judith Eaton*	6	4	67%
Sir Howard Newby*	6	6	100%
Mr Paul Shieh Wing-tai	2	1	50%
Professor Amy Tsui Bik-may	5	3	60%
Professor Kenneth Young	5	4	80%
<b><u>Ex-officio Member</u></b>			
Dr Richard Armour, Secretary-General, UGC	6	6	100%

\* Non-local Members

<sup>^</sup> This number may vary for each member depending on the respective date of appointment to QAC

Note: No sub-committees/groups are formed under QAC. QAC members are not members of the QAC quality audit panels.

- End -

**CONTROLLING OFFICER'S REPLY****EDB242****(Question Serial No. 2996)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of places and amount of subvention for full-time and part-time publicly-funded and self-financing social work undergraduate and sub-degree programmes of all post-secondary institutions for the past 5 academic years and the coming academic year.

Post-secondary Institutions	Full-time/ Part-time	Publicly-funded/ self-financing	Undergraduate/ Sub-degree	Number of Places					
				2010-11	2011-12	2012-13	2013-14	2014-15	2015-16

Post-secondary Institutions	Full-time/ Part-time	Publicly-funded/ self-financing	Undergraduate/ Sub-degree	Amount of Subvention					
				2010-11	2011-12	2012-13	2013-14	2014-15	2015-16

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1)Reply:

The approved numbers of the University Grants Committee (UGC)-funded places of the sub-degree and undergraduate social work programmes from the 2010/11 to 2015/16 academic years are at Annex A. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit costs per annum at sub-degree and undergraduate levels for the 2010/11 to 2013/14 academic years were \$142,000 and \$215,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$31,575 and \$42,100 for sub-degree and undergraduate programmes respectively). The average student unit cost for the 2014/15 academic year and beyond is not yet available.

The number of estimated intakes for full-time locally-accredited self-financing undergraduate and sub-degree programmes relating to social work programmes from the 2010/11 to the 2015/16 academic years are set out at Annex B.

**Approved Number of Sub-degree and Undergraduate Places of the UGC-funded  
Social Work Programme by Institution, 2010/11 to 2015/16**

*full-time equivalent*

Post-secondary Institution	Full-time/ Part-time	UGC-funded Undergraduate/ Sub-degree	Number of Approved Intake Places					
			2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
First-year Intake								
CityU	Full-time	Sub-degree	46	40	-	-	-	-
CityU	Full-time	Undergraduate (3-year programmes)	60	60	60	N.A.	N.A.	N.A.
CityU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	60	60	60	60
HKBU	Full-time	Undergraduate (3-year programmes)	43	43	43	N.A.	N.A.	N.A.
HKBU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	43	43	43	43
CUHK	Full-time	Undergraduate (3-year programmes)	48	48	48	N.A.	N.A.	N.A.
CUHK	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	48	48	48	48
PolyU	Full-time	Sub-degree	40	40	40	35	-	-
PolyU	Full-time	Undergraduate (3-year programmes)	39	39	39	N.A.	N.A.	N.A.
PolyU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	39	39	39	39
HKU	Full-time	Undergraduate (3-year programmes)	40	40	40	N.A.	N.A.	N.A.
HKU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	40	40	40	40
Total		Sub-degree	86	80	40	35	-	-
		Undergraduate	230	230	460	230	230	230
Senior Year Intake								
CityU	Full-time	Undergraduate	25	25	25	25	25	25
HKBU	Full-time	Undergraduate	12	12	12	12	12	12
PolyU	Full-time	Undergraduate	16	16	16	16	16	16
Total			53	53	53	53	53	53

Notes:

- To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
- All UGC-funded social work programmes for the 2010/11 to 2015/16 are full-time programmes.
- '-' denotes 'nil'.
- Abbreviations for post-secondary institution are as follows:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong		

**Number of Estimated Intakes for Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Programmes Related to Social Work:**

Institutions	Undergraduate/ Sub-degree	Number of Estimated Intakes					
		2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16 #
Caritas Institute of Higher Education	Sub-degree	126	173	120	120	120	120
City University of Hong Kong	Sub-degree	75	80	125	125	125	125
Hong Kong College of Technology	Sub-degree	110	80	80	40	40	40
Hong Kong Shue Yan University	Undergraduate	40	40	44	35	38	40
The Chinese University of Hong Kong	Sub-degree	-	-	-	-	50	50
The Hong Kong Institute of Education	Sub-degree	40	90	45	-	70	-
Vocational Training Council	Sub-degree	-	-	50	50	50	75

Note: “-” Denotes no relevant programmes were offered.  
 “#” Denotes provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY****EDB243****(Question Serial No. 3017)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

According to the Government's reply to this Committee last year (Question No. 0809), "the average student unit costs for UGC-funded research postgraduate programmes for the 2010/11 to 2012/13 academic years are \$511,000, \$516,000 and \$491,000 respectively". As such, why is the average student unit cost for the 2012/13 academic year lower than that for the 2011/12 academic year? What are the respective average student unit costs for the 2013/14 and 2014/15 academic years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 34)

Reply:

The average student unit cost for a particular level is derived based on the actual cost incurred on University Grants Committee (UGC)-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit costs per annum of a UGC-funded research postgraduate place for the 2012/13 and 2013/14 academic year were \$469,000<sup>1</sup> and \$475,000<sup>2</sup> respectively. Student unit costs are affected by a variety of factors such as prevailing costs for different programmes and disciplines, student enrolment numbers, stages of development of individual institutions, etc. The lower unit cost in the 2012/13 academic year was mainly due to an increase in actual student numbers through over-enrolment by institutions, which was partly offset by price adjustments in 2012/13. The student unit cost for the 2014/15 academic year is not yet available.

Notes:

1. The average student unit cost for the 2012/13 academic year in last year's reply (EDB Reply No. 292 to Question No. 0809) was a provisional figure.
2. The average student unit cost for the 2013/14 academic year is a provisional figure.

- End -

**CONTROLLING OFFICER'S REPLY****EDB244****(Question Serial No. 3026 )**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the number of places, number of students and amount of funding with regard to full-time, part-time, funded and self-financing bachelor degree and associate degree programmes in nursing, physiotherapy and occupational therapy offered by tertiary institutions over the past five academic years and in the coming academic year.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 43)

Reply:

The numbers of approved student places and student intakes of the University Grants Committee (UGC)-funded sub-degree and undergraduate programmes in nurses, physiotherapists and occupational therapists from the 2010/11 to 2015/16 academic years are at Annex A. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit costs per annum at sub-degree and undergraduate levels for the 2010/11 to 2013/14 academic years were \$142,000 and \$215,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$31,575 and \$42,100 for sub-degree and undergraduate programmes respectively). The average student unit cost for the 2014/15 academic year and beyond is not yet available.

The number of estimated intakes and enrolment for full-time locally-accredited self-financing sub-degree and undergraduate programmes relating to nursing, physiotherapy and occupational therapy for the 2010/11 to the 2015/16 academic years are set out at Annex B.



**Approved Student Places and Student Intakes of UGC-funded Programmes of Nurses,  
Physiotherapists and Occupational Therapists, 2010/11 to 2015/16**

(Full-time equivalent)

Manpower Area	Level of Study	Academic Year	Mode of study	Approved Student Places	Student Intakes
Nurses	Sub-degree	2010/11	FT	160	167
		2011/12	FT	160	175
		2012/13	FT	160	169
		2013/14		-	-
		2014/15		-	-
		2015/16		-	-
	Undergraduate (FYFD)	2010/11	FT	590	584
		2011/12	FT	590	596
		2012/13	FT	1 260	1 273
		2013/14	FT	630	627
		2014/15	FT	630	627
		2015/16	FT	630	N.A.
	Undergraduate (Senior Year)	2010/11	FT	100	100
		2011/12	FT	100	100
		2012/13	FT	125	125
		2013/14	FT	125	126
		2014/15	FT	125	122
		2015/16	FT	125	N.A.
Physiotherapists	Undergraduate	2010/11	FT	70	73
		2011/12	FT	70	69
		2012/13	FT	220	226
		2013/14	FT	110	107
		2014/15	FT	110	108
		2015/16	FT	110	N.A.
Occupational Therapists	Undergraduate	2010/11	FT	46	47
		2011/12	FT	46	49
		2012/13	FT	180	174
		2013/14	FT	90	91
		2014/15	FT	90	89
		2015/16	FT	90	N.A.

Notes:

1. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
2. There is no part-time programme in nurses, physiotherapists and occupational therapists from the 2010/11 to 2015/16 academic years.
3. 'N.A.' denotes 'not available'.
4. '-' denotes nil.
5. Figures of student intakes for 2014/15 are provisional.
6. Abbreviations:.  
 FT            Full-time  
 FYFD        First-Year-First-Degree

**Number of Estimated Intake and Enrolment in Full-time Locally-accredited Self-financing Programmes relating to Nursing, Physiotherapy and Occupational Therapy, 2010/11 – 2015/16 Academic Years**

Institution	Level	2010/11		2011/12		2012/13		2013/14		2014/15	2015/16#
		Estimated intake	Enrolment	Estimated intake	Enrolment	Estimated intake	Enrolment	Estimated intake	Enrolment	Estimated intake	Estimated intake
Caritas Institute of Community Education	Sub-degree	-	-	-	-	-	-	-	-	30	76
Caritas Institute of Higher Education	Undergraduate	-	-	-	-	-	-	-	-	120	120
HKU SPACE Po Leung Kuk Community College	Sub-degree	-	-	-	-	-	-	30	16	40	50
Lingnan University	Sub-degree	-	-	-	-	-	-	-	-	-	30
The Chinese University of Hong Kong	Undergraduate	-	52	-	28	-	11	-	-	-	-
The Hong Kong Polytechnic University	Top-up Degree	-	68	-	53	-	28	-	1	-	-
The Open University of Hong Kong	Undergraduate	220	763	198	829	220	822	220	848	260	260
	Sub-degree	200	145	145	300	170	341	190	394	260	290
The University of Hong Kong	Sub-degree	-	-	-	-	-	-	40	28	85	85
Tung Wah College	Undergraduate	-	-	-	-	200	219	250	464	250	250
	Sub-degree	-	-	200	274	100	404	100	272	-	-
	Top-up Degree	-	-	-	-	100	85	100	190	200	200
Vocational Training Council	Undergraduate	-	-	-	-	-	-	60	104	60	60
	Top-up Degree	-	-	-	-	-	-	-	-	30	30

Notes: “#” denotes provisional figures.

“-” denotes no relevant programmes were offered in the academic year.

Enrolment figures for the 2014/15 and 2015/16 academic years are not yet available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB245****(Question Serial No. 3027)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The University Grants Committee (UGC) has reportedly initiated the academic development planning process for the 2016/17 to 2018/19 triennium and plans to submit the triennium funding recommendations to the Government in the third quarter of this year. Please advise this Committee of the following:

- (a) whether the competitive allocation mechanism will still be adopted for planning the 2016-19 triennium; past feedback from participating institutions on the competitive allocation mechanism; whether the UGC plans to further increase the percentage of reserved places in the institutions in the academic development planning after the 2020 academic year;
- (b) the number of non-manpower-planned places of the funded institutions, the percentage of reserved places in the institutions under the competitive allocation mechanism and the number of reserved places in the 2016-19 triennium planning; and
- (c) when in this year the UGC will officially issue advisory letters to funded institutions to provide advice and comments on the proposals submitted by the institutions.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 44)Reply:

(a)&(b) The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to re-distribute places from time to time to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, we have adopted a performance-based competitive allocation mechanism since the 2009/10 to 2011/12 triennium to distribute First-Year-First-Degree (FYFD) places. In the process, all FYFD places that are subject to the Government's specific manpower requirements (e.g. medical doctors, nurses, teacher education, etc.) are excluded from the exercise.

We have consulted the institutions on the academic development planning exercise for the 2016/17 to 2018/19 triennium. They generally agree to continue to adopt the competitive allocation mechanism of FYFD places.

After thorough consideration of the institutions' feedback, the UGC has initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government. Same as the 2012/13 to 2014/15 triennium, Lingnan University (LU) and six other UGC-funded institutions

are each required to notionally set aside 4% and 6% respectively of their FYFD places that are not subject to manpower requirements to a central pool, for subsequent possible re-distribution among institutions to reflect comparative merits among themselves as assessed against agreed criteria. The remaining bulk of the FYFD places, which in effect accounted for 95.1% of all FYFD places, are unaffected. For the academic development planning exercises beyond the 2016/17 to 2018/19 triennium, details will be worked out in consultation with the institutions in future.

Since the academic development planning exercise for the 2016/17 to 2018/19 triennium is underway, the number of non-manpower planned places for individual institutions are not yet available for the time being.

(c) With reference to past practice, the UGC plans to issue the advisory letters to individual institutions to convey the UGC's commentaries on the academic development proposals and related matters in mid-2015.

- End -

**CONTROLLING OFFICER'S REPLY****EDB246****(Question Serial No. 3116)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Budget that the University Grants Committee (UGC) is working with the Government and the institutions to provide more hostel places as quickly as practicable. In this regard, will the Government inform this Committee of :

1. the current number of hostel places provided by the institutions and the percentage of successful applications submitted by students of the institutions?
2. the numbers of hostel places to be completed by the institutions in each of the coming five academic years, and the expenditure involved?
3. whether the Government will re-examine the hostel allocation system of the institutions to ensure that hostel places are allocated to those who are most in need? If so, what are the details? If not, what are the reasons?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 581)Reply:

1. The number of hostel places available for allocation, the number of applications received, and the success rate in the 2014/15 academic year as advised by the University Grants Committee (UGC)-funded institutions are given below.

Institution	Number of hostel places available for allocation <sup>a</sup>	Applications <sup>b</sup>		
		Number received <sup>c</sup>	Number successful	Success rate
City University of Hong Kong	3 648	6 454	3 639	56%
Hong Kong Baptist University	2 087	4 030	2 087	52%
Lingnan University	2 571	2 442	2 442	100%
The Chinese University of Hong Kong	8 615	10 726	8 615	80%
The Hong Kong Institute of Education	2 220	2 593	2 201	85%
The Hong Kong Polytechnic University	4 983	6 839	4 979	73%
The Hong Kong University of Science and Technology	5 092	8 713	4 882	56%
The University of Hong Kong	6 456	13 296	6 045	45%
<b>Total</b>	<b>35 672</b>	<b>55 093</b>	<b>34 890</b>	<b>63%</b>

- 
- <sup>a</sup> Include publicly-funded and privately-funded hostel places as well as temporary places available for allocation.
- <sup>b</sup> Include repeated applications from students who have resided in hostels in the past.
- <sup>c</sup> Include applications from local students and non-local students enrolled in UGC-funded and non-UGC funded programmes. Exchange students are also included.

2. One publicly-funded hostel project, namely 8015EL “Tseung Kwan O Joint Student Hostel” with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is currently under construction for completion in late 2015. It will provide a total of 520 publicly-funded hostel places to be allocated to The Hong Kong University of Science and Technology (HKUST) and Hong Kong Baptist University (HKBU) having regard to the prevailing supply of and demand for publicly-funded hostel places at the respective institutions. Besides, another publicly-funded hostel project of The Chinese University of Hong Kong (CUHK) providing some 670 places is planned for submission to the Finance Committee of the Legislative Council (FC) in the 2014-15 legislative session with an estimated project cost of some \$473 million (excluding 25% contribution by institution). Subject to the funding approval from the FC, CUHK plans to commence construction works in the fourth quarter of 2015 for completion in the second quarter of 2018.

The UGC and the Government continue to work closely with institutions to meet the additional requirements for publicly-funded hostel places. Apart from the projects mentioned above, the UGC has provided support to ten hostel projects under planning by institutions, which will provide a total of some 9 400 publicly-funded hostel places. Of which, 5 600 places to be delivered in three projects from The University of Hong Kong, as well as one each from CUHK, HKUST and City University of Hong Kong, are undergoing the detailed design stage. Institutions involved will seek funding support under the established mechanism. The rest of the 3 800 places will be delivered in four capital projects, two from CUHK, and one each from HKBU and The Hong Kong Polytechnic University.

3. Under the Government’s prevailing hostel policy, the provision of publicly-funded student hostels in the UGC-funded institutions is calculated in accordance with the following criteria<sup>1</sup>: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places.

The actual allocation of student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate publicly-funded, privately-funded and temporary hostel places to their local and non-local students enrolled in the UGC-funded and non-UGC-funded programmes as well as exchange students according to their own sets of criteria and procedures. Generally speaking, institutions take into account the actual number of applications, merits of individual applicants (e.g. contributions in extra-curricular activities), etc. and publicly-funded hostel places should be allocated to students of publicly-funded programmes only.

- End -

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<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

**CONTROLLING OFFICER'S REPLY****EDB247****(Question Serial No. 0637)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide detailed information on the intake of publicly-funded senior-year undergraduate places which will be progressively increased in the 2015/2016 to 2018/2019 academic years, including names of institutions, names of programmes, the number of places to be increased and the estimated expenditure involved.

Asked by: Hon CHIANG Lai-wan (Member Question No. 24)

Reply:

The approved senior year undergraduate places of the University Grants Committee (UGC)-funded programmes for the 2015/16 academic year by institution and programme are set out at Annex. The Government has announced that the number of UGC-funded senior year undergraduate intake places will be progressively increased by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. As a modest start in the 2015/16 academic year (which is a roll-over year), the number will increase by 265 to 4 265 in that year. As regards the remaining 735 places, the UGC is now working with the funded institutions to put the additional places to the most effective use during the 2016/17 to 2018/19 triennium. As such, the distribution of the 1 000 additional UGC-funded senior year intake places by institution and programme is not available yet. The estimated additional annual expenditure upon full implementation of the proposal is \$475 million.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2015/16 Academic Year**

Institution	Programme	Penultimate Year (Intake)
CityU	Bachelor of Arts	277
	Bachelor of Arts/Bachelor of Science	96
	Bachelor of Business Administration	367
	Bachelor of Engineering	151
	Bachelor of Science	171
	Bachelor of Social Sciences	333
	<b>Sub-total</b>	<b>1 395</b>
HKBU	Bachelor of Arts *	130
	Bachelor of Business Administration	114
	Bachelor of Science	68
	Bachelor of Social Sciences (including Bachelor of Social Work)	136
	<b>Sub-total</b>	<b>448</b>
LU	Bachelor of Arts	54
	Bachelor of Business Administration	46
	Bachelor of Social Sciences	30
	<b>Sub-total</b>	<b>130</b>
CUHK	Bachelor of Arts	77
	Bachelor of Business Administration	10
	Bachelor of Engineering	33
	Bachelor of Nursing	60
	Bachelor of Science (including Bachelor of Health Science)	161
	Bachelor of Social Sciences	63
	<b>Sub-total</b>	<b>404</b>
HKIEd	Bachelor of Arts	36
	Bachelor of Social Sciences	48
	<b>Sub-total</b>	<b>84</b>
PolyU	Bachelor of Arts	216
	Bachelor of Arts/Bachelor of Science	378
	Bachelor of Business Administration/ Bachelor of Science	209
	Bachelor of Engineering	40
	Bachelor of Engineering/Bachelor of Science	312
	Bachelor of Nursing	40
	Bachelor of Science	190
	<b>Sub-total</b>	<b>1 385</b>



Institution	Programme	Penultimate Year (Intake)
HKUST	Bachelor of Business Administration	18
	Bachelor of Engineering	85
	Bachelor of Science	17
	<b>Sub-total</b>	<b>120</b>
HKU	Bachelor of Arts	54
	Bachelor of Business Administration	30
	Bachelor of Engineering	32
	Bachelor of Nursing	25
	Bachelor of Science	116
	Bachelor of Social Sciences	42
	<b>Sub-total</b>	<b>299</b>
<b>Total</b>		<b>4 265</b>

Notes:

- \* Including 7 places for Bachelor of Arts in Translation where the students will undertake sandwich option during 2015/16 and are expected to complete their final year of study in 2016/17.

2. Abbreviations:

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

- End -

**CONTROLLING OFFICER'S REPLY****EDB248****(Question Serial No. 1377)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The number of non-local students pursuing University Grants Committee (UGC)-funded taught programmes in the 2013/14 academic year was 9 053, representing 10% of total student enrolment. In this connection, please advise on the following:

- a. The number of non-local students pursuing UGC-funded programmes from 2010/11 to 2014/15 academic year, with breakdown by their places of origin:

Place of origin/ academic year				
The mainland of China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
South-East Asia				
South America				
North America				
Others				

- b. The number of non-local students pursuing UGC-funded programmes from 2010/11 to 2014/15 academic year, with breakdown by levels of study:

	Sub-degree programmes	Undergraduate programmes	Taught postgraduate programmes	Research postgraduate programmes
The mainland of China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				

Western Europe				
Africa				
Oceania				
South-East Asia				
South America				
North America				
Others				

- c. The numbers of local students and non-local students, shown in a table, pursuing UGC-funded programmes from 2010/11 to 2014/15 academic year with breakdown by levels of study.

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 1)

Reply:

- a. The number of non-local students of UGC-funded programmes by place of origin from the 2010/11 to 2014/15 academic years are set out in the table below.

(headcount)

Place of Origin	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15 <sup>#</sup>
The Mainland of China	8 724	8 936	10 963	11 374	11 610
Taiwan	76	142	280	374	470
Japan and Korea	211	330	544	723	841
Other parts of Asia	663	883	1 281	1 398	1 520
Russia	7	13	21	24	32
European Union	183	220	286	307	321
Other European countries	32	39	50	54	53
Africa	40	37	49	60	86
Oceania	17	19	20	16	23
Central and South America	31	35	40	39	35
North America	91	115	127	142	160
Others	-	-	-	-	-
<b>Total</b>	<b>10 074</b>	<b>10 770</b>	<b>13 661</b>	<b>14 510</b>	<b>15 151</b>

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. <sup>#</sup> Provisional figures.
4. '-' denotes 'nil'.
5. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of non-local students.

b. The number of non-local students of UGC-funded programmes by level of study and place of origin from the 2010/11 to 2014/15 academic years are set out in the table below.

(headcount)

Academic Year / Place of Origin	Level of study				
	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
<b>2010/11</b>					
The Mainland of China	2	4 638	43	4 041	8 724
Taiwan	-	54	-	22	76
Japan and Korea	1	186	1	23	211
Other parts of Asia	-	481	11	171	663
Russia	-	6	-	1	7
European Union	-	109	6	68	183
Other European countries	-	23	-	9	32
Africa	1	22	-	16	40
Oceania	-	7	2	8	17
Central and South America	-	22	-	9	31
North America	1	50	2	38	91
Others	-	-	-	-	-
<b>Total</b>	<b>5</b>	<b>5 598</b>	<b>65</b>	<b>4 406</b>	<b>10 074</b>
<b>2011/12</b>					
The Mainland of China	-	4 583	55	4 298	8 936
Taiwan	-	110	-	32	142
Japan and Korea	1	299	-	30	330
Other parts of Asia	-	648	17	218	883
Russia	-	9	-	4	13
European Union	-	122	7	91	220
Other European countries	-	28	1	10	39
Africa	1	20	-	16	37
Oceania	-	7	4	8	19
Central and South America	-	22	-	13	35
North America	-	66	3	46	115
Others	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>5 914</b>	<b>87</b>	<b>4 767</b>	<b>10 770</b>
<b>2012/13</b>					
The Mainland of China	-	6 315	62	4 586	10 963
Taiwan	-	248	-	32	280
Japan and Korea	1	508	1	34	544
Other parts of Asia	-	994	18	269	1 281
Russia	-	14	-	7	21
European Union	-	153	5	128	286
Other European countries	-	33	-	17	50
Africa	-	26	-	23	49
Oceania	-	6	5	9	20
Central and South America	-	24	1	15	40
North America	-	78	2	47	127
Others	-	-	-	-	-
<b>Total</b>	<b>1</b>	<b>8 399</b>	<b>94</b>	<b>5 166</b>	<b>13 661</b>
<b>2013/14</b>					
The Mainland of China	-	6 521	86	4 767	11 374
Taiwan	-	341	-	33	374
Japan and Korea	-	690	1	32	723
Other parts of Asia	-	1 065	13	320	1 398
Russia	-	14	-	10	24

Academic Year / Place of Origin	Level of study				
	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
European Union	-	145	2	160	307
Other European countries	-	33	1	20	54
Africa	-	19	-	41	60
Oceania	-	11	1	4	16
Central and South America	-	19	2	18	39
North America	-	84	5	53	142
Others	-	-	-	-	-
<b>Total</b>	-	<b>8 942</b>	<b>111</b>	<b>5 457</b>	<b>14 510</b>
<b>2014/15<sup>#</sup></b>					-
The Mainland of China	2	6 630	69	4 909	11 610
Taiwan	-	440	-	30	470
Japan and Korea	-	808	-	33	841
Other parts of Asia	-	1 168	15	337	1 520
Russia	-	19	-	13	32
European Union	-	137	3	181	321
Other European countries	-	29	1	23	53
Africa	-	23	1	62	86
Oceania	-	16	1	6	23
Central and South America	-	18	1	16	35
North America	-	86	4	70	160
Others	-	-	-	-	-
<b>Total</b>	<b>2</b>	<b>9 374</b>	<b>95</b>	<b>5 680</b>	<b>15 151</b>

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. <sup>#</sup>Provisional figures.
4. '-' denotes 'nil'.
5. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of non-local students.

c. The number of local and non-local students of UGC-funded programmes by level of study from the 2010/11 to 2014/15 academic years are set out in the table below.

(headcount)

Academic Year	Level of study				
	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
<b>2010/11</b>					
Local student	6 978	51 967	3 513	2 056	64 514
Non-local student	5	5 598	65	4 406	10 074
<b>Total</b>	<b>6 983</b>	<b>57 565</b>	<b>3 578</b>	<b>6 462</b>	<b>74 588</b>
<b>2011/12</b>					
Local student	6 925	52 498	3 599	1 805	64 827
Non-local student	2	5 914	87	4 767	10 770
<b>Total</b>	<b>6 927</b>	<b>58 412</b>	<b>3 686</b>	<b>6 572</b>	<b>75 597</b>
<b>2012/13</b>					
Local student	6 502	67 952	3 627	1 652	79 733
Non-local student	1	8 399	94	5 166	13 661
<b>Total</b>	<b>6 503</b>	<b>76 351</b>	<b>3 721</b>	<b>6 819</b>	<b>93 394</b>
<b>2013/14</b>					
Local student	5 975	69 277	3 316	1 557	80 125
Non-local student	-	8 942	111	5 457	14 510
<b>Total</b>	<b>5 975</b>	<b>78 219</b>	<b>3 427</b>	<b>7 014</b>	<b>94 635</b>
<b>2014/15<sup>#</sup></b>					
Local student	6 307	71 540	3 380	1 437	82 664
Non-local student	2	9 374	95	5 680	15 151
<b>Total</b>	<b>6 309</b>	<b>80 914</b>	<b>3 475</b>	<b>7 118</b>	<b>97 816</b>

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. <sup>#</sup>Provisional figures.
4. '-' denotes 'nil'.
5. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of non-local students.

- End -

**CONTROLLING OFFICER'S REPLY****EDB249****(Question Serial No. 1378)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the number of students of University Grants Committee (UGC)-funded programmes, please advise the Committee of the following:

- (1) The total number of students is 93 763 in the revised estimate for the 2014/15 academic year, while the approved student number target is 82 866 in the Budget last year, with a difference of 10 897. Is it entirely due to over-enrolment? If yes, please illustrate in a table the numbers of local students and non-local students admitted through over-enrolment by types of programmes (i.e. undergraduate, taught post-graduate, research post-graduate and sub-degree) in each UGC-funded tertiary institutions.
- (2) Are all the above over-enrolments beyond the approved student number targets funded by UGC?
- (3) Regarding the figures of the approved student number targets in the Estimates of 2015-16, the Committee said they “do not assume any over-enrolment”. Will the Government put a cap on the grants disbursed to the institutions to ensure that they will strictly adhere to the approved student number targets? If yes, is the ceiling equal to the approved estimates? If no, please give the reason.

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 55)

Reply:

The University Grants Committee (UGC)-funded institutions may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. As regards non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% comprises up to 4% within the UGC funded number and up to 16% outside the UGC-funded number (the so called “4%-in-16%-out” policy). Over the years, institutions have been exercising this flexibility in over-enrolment in their UGC-funded sub-degree, undergraduate and taught postgraduate programmes.

Besides, it is noteworthy that, starting from the 2016/17 academic year, the “4%-in-16%-out” policy will be replaced by a “20%-out” policy, i.e. all new non-local students in sub-degree, undergraduate and taught postgraduate programmes will have to be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level.

For research postgraduate (RPg) programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes

on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects.

As a result of over-enrollment, actual student enrollment is bigger than the approved student number target. Details by institution and level of study for the 2014/15 academic year are set out at **Annex**.

The student number target is a primary factor in the allocation of the block grant and the institutions should thus adhere as far as possible to the total numbers approved in the academic and funding cycle. However, the UGC provides for flexibility in over-enrolment in general and the admission of non-local students on a cost-neutral basis.



**Approved Student Number Targets and Student Enrolment of UGC-funded Programmes by Institution and Level of Study, 2014/15**

(Full-time equivalent)

Level of Study	Institution	Approved student number targets	Student Enrolment <sup>#</sup>			
			Local		Non-local	Total
Sub-degree	CityU	841	903	(107.4%)	-	903
	HKIEd	1 113	907	(81.5%)	-	907
	PolyU	2 367	2 632	(111.2%)	2 (0.1%)	2 634
Sub-total		4 321	4 442	(102.8%)	2 (0.0%)	4 444
Undergraduate	CityU	10 702	10 818	(101.1%)	1 210 (11.3%)	12 028
	HKBU	5 829	5 543	(95.1%)	716 (12.3%)	6 259
	LU	2 460	2 376	(96.6%)	156 (6.3%)	2 532
	CUHK	14 337	14 356	(100.1%)	1 885 (13.1%)	16 241
	HKIEd	4 179	4 475	(107.1%)	272 (6.5%)	4 747
	PolyU	11 998	12 430	(103.6%)	1 432 (11.9%)	13 861
	HKUST	7 801	7 569	(97.0%)	1 298 (16.6%)	8 867
	HKU	13 451	13 054	(97.1%)	2 327 (17.3%)	15 382
Sub-total		70 757	70 620	(99.8%)	9 296 (13.1%)	79 916
Taught Postgraduate	CityU	53	45	(84.9%)	8 (15.1%)	53
	HKBU	235	226	(96.0%)	-	226
	CUHK	712	728	(102.2%)	7 (1.0%)	735
	HKIEd	427	521	(122.0%)	3 (0.7%)	524
	PolyU	15	15	(100.0%)	-	15
	HKU	751	671	(89.3%)	77 (10.3%)	748
Sub-total		2 193	2 205	(100.5%)	95 (4.3%)	2 299
Research Postgraduate	CityU	537	70	(13.0%)	671 (124.9%)	741
	HKBU	228	73	(32.0%)	195 (85.5%)	268
	LU	68	27	(39.0%)	55 (80.9%)	82
	CUHK	1 495	435	(29.1%)	1 390 (93.0%)	1 825
	HKIEd	46	10	(21.7%)	19 (41.3%)	29
	PolyU	578	135	(23.4%)	559 (96.7%)	694
	HKUST	1 100	159	(14.5%)	1 195 (108.6%)	1 354
	HKU	1 543	519	(33.6%)	1 593 (103.2%)	2 112
Sub-total		5 595	1 427	(25.5%)	5 676 (101.4%)	7 103
Total		82 866	78 694	(95.0%)	15 069 (18.2%)	93 763

Notes:

1. '-' denotes nil.
2. <sup>#</sup> Figures are provisional.
3. Figures in brackets denote the ratio to approved student number targets.
4. Figures may not add up to the corresponding totals owing to rounding.
5. Abbreviations:

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

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB250**

**(Question Serial No. 1407)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- (a) What is the capital works project approved by the Finance Committee with a commitment of \$478.3 million in the 2015-16 Estimate? In which part is it included under Head 708 in Volume II?
- (b) There are 10 capital projects monitored in the 2015-16 Estimate, but there are only 8 relevant projects listed under Head 708 on page 64 of Volume II. Which capital projects monitored are not included?

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 54)

Reply:

- (a) For 2015-16, it is estimated that there will be one capital works project for the construction of two blocks of student hostel for The Chinese University of Hong Kong (CUHK) with an estimated Government capital subvention of HK\$473.8 million, which accounts for 75% of the cost, to be submitted to the Finance Committee (FC) of the Legislative Council in the 2014-15 legislative session. Subject to the funding approval from the FC, CUHK plans to commence construction works in the fourth quarter of 2015. According to the prevailing student hostel policy, CUHK will first expend its share of the cost, i.e. 25% of the construction cost of this project using its private funding. Based on the estimated cashflow requirement of this project, there will not be any expenditure using Government capital subvention in 2015-16 for this project and therefore the project is not reflected under Head 708 in Volume II of the 2015-16 Estimates.
- (b) The ten capital works projects to be monitored in 2015-16 include the eight capital works projects with cashflow requirements in 2015-16 as set out under Head 708 in Volume II and two other capital works projects of CUHK, namely, 8053EF "1 500-place student hostel" and 8054EF "Two integrated teaching buildings".

These two projects were fully completed in 2013 and 2014 respectively. CUHK is reviewing the final payments for these projects and it is not envisaged that expenditure would be required in 2015-16. Thus, under the established convention, these two projects are not reflected under Head 708 in Volume II. In the event that the review outcome points to the need for expenditure, supplementary provision would be sought under the established mechanism.

- End -

**CONTROLLING OFFICER'S REPLY****EDB251****(Question Serial No. 1408)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (1) Since the implementation of the new four-year undergraduate curriculum in September 2012, the establishment of the University Grants Committee has increased from 56 posts in 2012 to 67 posts in 2016, an increase of 11 posts or an expansion of 20% in establishment when compared with 2012. Please list the ranks/ post titles, the area of work and the justifications for all the posts created since 2012.
- (2) Regarding the 3 posts to be created in 2015-16, please list the ranks/ post titles, the area of work and justifications for each of these posts.

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 56)Reply:

- (1) The civil service posts created in the University Grants Committee Secretariat from 2012-13 to 2014-15 are listed below –

<b>Rank/Post</b>	<b>Area of Work/Justifications</b>
<b>Civil Service posts created in 2012-13</b>	
2 Executive Officer I	To replace two existing non-civil service contract posts to provide continual executive support for the assessment and monitoring of various research funding schemes.
1 Assistant Clerical Officer	To replace an existing non-civil service contract post to provide continual clerical support for the handling of research applications under various research funding schemes.
<b>Civil Service posts created in 2013-14*</b>	
1 Senior Executive Officer	To replace an existing non-civil service contract post to provide continual executive support for the assessment and monitoring of various research funding schemes.
1 Executive Officer I	To support the formulation and implementation of new competitive research funding schemes for the local self-financing degree sector.
1 Assistant Clerical Officer	To support the formulation and implementation of new competitive research funding schemes for the local self-financing degree sector.
1 Assistant Clerical Officer	To replace two existing civil service Clerical Assistant posts to provide clerical support for the conduct of meetings and activities under the University Grants Committee, Research Grants Council and Quality Assurance Council.

<b>Rank/Post</b>	<b>Area of Work/Justifications</b>
* Four civil service posts were created in 2013-14. However, since the creation of one civil service Assistant Clerical Officer post was offset by two existing civil service Clerical Assistant posts, a net increase of two civil service posts was therefore recognized in 2013-14.	
<b>Civil Service posts created in 2014-15</b>	
1 Executive Officer II	To replace an existing non-civil service contract post to provide continual executive support for the conduct of quality audits and other initiatives under the Quality Assurance Council.
1 Assistant Clerical Officer	To replace an existing non-civil service contract post to provide continual clerical support for the Capital Section of the University Grants Committee Secretariat.
1 Assistant Clerical Officer	To replace an existing non-civil service contract post to provide continual clerical support for the handling of research applications under various research funding schemes.

- (2) The three civil service posts to be created in the University Grants Committee Secretariat in 2015-16 are listed below -

<b>Rank/Post</b>	<b>Area of Work/Justifications</b>
1 Chief Executive Officer	To replace an existing non-civil service contract post to provide continual executive support for the formulation and implementation of new competitive research funding schemes for the local self-financing degree sector.
1 Executive Officer I	To replace an existing non-civil service contract post to provide continual executive support for the assessment and monitoring of various research funding schemes.
1 Executive Officer II	To replace an existing non-civil service contract post to provide continual executive support for the conduct of meetings and activities under the University Grants Committee, Research Grants Council and Quality Assurance Council.

- End -

**CONTROLLING OFFICER'S REPLY****EDB252****(Question Serial No. 2288)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The actual number of students who took a sub-degree programme funded by the University Grants Committee (UGC) in the 2013/14 academic year was 4 969. Would the Government inform this Committee of the following:

- a) What are the average unit cost of UGC-funded sub-degree places in the 2013/14 academic year and the total amount of funding provided?
- b) What is the reason for the estimated drop in number of subsidised sub-degree places in this academic year of more than 20% over the actual number of places subsidised in the 2013/14 academic year? Is there a same level of decrease in the number of self-financing sub-degree places during the same period? What is the relevant figure?
- c) Of the 4 969 students, how many are non-local students? Please give a breakdown by institutions, levels of study, places of origin and modes of study.

Asked by: Hon KWOK Dennis (Member Question No. 41)Reply:

- a) The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. Subvention for the University Grants Committee (UGC)-funded institutions was \$15.2 billion in the 2013/14 academic year. As funding for publicly-funded sub-degree places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit costs per annum of a UGC-funded sub-degree place for the 2013/14 academic year was \$139,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$15,040 for the Hong Kong Institute of Education and \$31,575 for other UGC-funded institutions).
- b) The approved student number for the UGC-funded sub-degree programmes for 2013/14 was 5 019 while the actual number was 4 969. There is a decrease of 1 151 approved student places for sub-degree programmes between 2013/14 and 2015/16 (i.e. from 5 019 to 3 868) mainly because of the phasing-out/discontinuation of those sub-degree programmes which could not meet specific exemption criteria as recommended by the UGC in its Higher Education Review 2002 and accepted by the Government, as follows –
  - (i) courses that require high start-up and maintenance costs or access to expensive laboratories/equipment;

- (ii) courses that meet specific manpower needs; and
- (iii) courses that can be regarded as endangered species (*i.e.* those that lack market appeal to the provider and the average student, such as pure arts or science).

For full-time locally-accredited self-financing sub-degree programmes, the statistics are as follows –

Academic year	2013/14 (change over last year)	2014/15 (change over last year)	2015/16
Available places	30 100 (-7.7%)	27 000 (-10.3%)	22 500 (planned intake as of 31.1.2015)
Actual intakes	21 070 (-30.8%)	20 127# (-4.5%)	-
Enrolment	52 046 (-11%)	39 743# (-23.6%)	-

# provisional figures

- c) There was no non-local student among the 4 969 students who took sub-degree programmes in 2013/14 academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB253**

**(Question Serial No. 2289)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The actual number of students who took a degree programme funded by the University Grants Committee (UGC) in the 2013/14 academic year was 77 199. Would the Government inform this Committee of the following:

- a) What are the average unit cost of UGC-funded degree places in the 2013/14 academic year and the total amount of funding provided?
- b) According to the reply of UGC last year, among the 77 199 students, 8 942 were non-local students. Is there any amendment to this figure? Please give a breakdown of these 8 942 students by institutions, levels of study, places of origin and modes of study.

Asked by: Hon KWOK Dennis (Member Question No. 42)

Reply:

(a) Subvention for the UGC-funded institutions was \$15.2 billion in the 2013/14 academic year. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. Based on the information as reported by the institutions, the average student unit cost per annum of a UGC-funded undergraduate place for the 2013/14 academic year was \$209,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100).

(b) There is no change in the total number of students and the number of non-local students in UGC-funded undergraduate programmes (i.e. 77 199 and 8 942 respectively) for the 2013/14 academic year given in last year's reply. The distribution of 8 942 non-local student enrolment of UGC-funded undergraduate programmes by institution, place of origin and mode of study for the 2013/14 academic year is set out in the **Annex**.

**Non-local Student Enrolment (Headcount) of UGC-funded Undergraduate Programmes by Institution,  
Place of Origin and Mode of Study, 2013/14 Academic Year**

headcount

Institution	Mode of Study	Place of Origin			
		The Mainland of China	Other parts of Asia	The rest of the world	Total
City University of Hong Kong	Full-time	810	277	36	1 123
Hong Kong Baptist University	Full-time	692	11	1	704
Lingnan University	Full-time	147	19	5	171
The Chinese University of Hong Kong	Full-time	1 374	329	77	1 780
The Hong Kong Institute of Education	Full-time	235	11	-	246
The Hong Kong Polytechnic University	Full-time	1 104	217	44	1 365
The Hong Kong University of Science and Technology	Full-time	694	491	80	1 265
The University of Hong Kong	Full-time	1 465	741	82	2 288
<b>All Institutions</b>	<b>Full-time</b>	<b>6 521</b>	<b>2 096</b>	<b>325</b>	<b>8 942</b>

## Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. There was no non-local student enrolled to part-time UGC-funded undergraduate programme in the year.
3. '-' denotes nil.

- End -



**CONTROLLING OFFICER'S REPLY****EDB254****(Question Serial No. 1856)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please set out by institutions and programmes the numbers of approved senior year undergraduate places for sub-degree graduates in programmes funded by University Grants Committee from 2014-15 to 2018-19 academic years and their relevant expenditures; and the numbers of year 2 and year 3 undergraduate places in self-financing programmes for sub-degree graduates in 2013-14 academic year and the tuition fees of such programmes.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 16)

Reply:

The number of approved senior year undergraduate University Grants Committee (UGC)-funded places by institution and programme for the 2014/15 and 2015/16 academic years is set out at **Annex A**. As planning for the 2016/17 to 2018/19 triennium is still under way, information for the academic years from 2016/17 onwards is not yet available.

Funding for the UGC-funded senior year places is subsumed under the block grant to institutions, thus, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit cost per annum of a UGC-funded undergraduate (including senior year) place for the 2013/14 academic year was \$209,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). Information for the academic years from 2014/15 onwards is not yet available.

For the self-financing programmes, according to the information provided by institutions, the number of estimated intake places and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes for the 2013/14 academic year are set out at **Annex B**. Information for the academic years from 2014/15 onwards is not yet available.

**Number of Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2014/15 and 2015/16 Academic Years**

Institution	Programme	2014/15		2015/16	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	269	185	277	269
	Bachelor of Arts/Bachelor of Science	90	72	96	90
	Bachelor of Business Administration	347	286	367	347
	Bachelor of Engineering	167	64	151	167
	Bachelor of Science	115	87	171	115
	Bachelor of Social Sciences	321	233	333	321
	<b>Sub-total</b>	<b>1 309</b>	<b>927</b>	<b>1 395</b>	<b>1 309</b>
HKBU	Bachelor of Arts *	126	92	130	116
	Bachelor of Business Administration	106	74	114	100
	Bachelor of Science	59	45	68	59
	Bachelor of Social Sciences (including Bachelor of Social Work)	107	77	136	123
	<b>Sub-total</b>	<b>398</b>	<b>288</b>	<b>448</b>	<b>398</b>
LU	Bachelor of Arts	52	52	54	52
	Bachelor of Business Administration	44	44	46	44
	Bachelor of Social Sciences	28	28	30	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>130</b>	<b>124</b>
CUHK	Bachelor of Arts	73	65	77	73
	Bachelor of Business Administration	10	10	10	10
	Bachelor of Engineering	32	30	33	32
	Bachelor of Nursing	60	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	151	105	161	151
	Bachelor of Social Sciences	59	45	63	59
	<b>Sub-total</b>	<b>385</b>	<b>315</b>	<b>404</b>	<b>385</b>
HKIEd	Bachelor of Arts	34	27	36	34
	Bachelor of Social Sciences	46	14	48	46
	<b>Sub-total</b>	<b>80</b>	<b>41</b>	<b>84</b>	<b>80</b>
PolyU	Bachelor of Arts	216	336	216	216
	Bachelor of Arts/Bachelor of Science	365	-	378	365
	Bachelor of Business Administration	-	62	-	-
	Bachelor of Business Administration/ Bachelor of Science	241	103	209	209
	Bachelor of Engineering	40	151	40	40
	Bachelor of Engineering/ Bachelor of Science	235	-	312	296
	Bachelor of Nursing	40	40	40	40
	Bachelor of Science	182	245	190	153
	<b>Sub-total</b>	<b>1 319</b>	<b>937</b>	<b>1 385</b>	<b>1 319</b>

Institution	Programme	2014/15		2015/16	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
HKUST	Bachelor of Business Administration	15	15	18	-
	Bachelor of Engineering	65	65	85	85
	Bachelor of Science	20	20	17	15
	<b>Sub-total</b>	<b>100</b>	<b>100</b>	<b>120</b>	<b>100</b>
HKU	Bachelor of Arts	50	50	54	50
	Bachelor of Business Administration	30	-	30	30
	Bachelor of Engineering	30	30	32	30
	Bachelor of Nursing	25	25	25	25
	Bachelor of Science	110	110	116	110
	Bachelor of Social Sciences	40	40	42	40
	<b>Sub-total</b>	<b>285</b>	<b>255</b>	<b>299</b>	<b>285</b>
<b>Total</b>		<b>4 000</b>	<b>2 987</b>	<b>4 265</b>	<b>4 000</b>

Notes:

- \* Including 7 places for Bachelor of Arts in Translation where the students will undertake sandwich option during 2015/16 and are expected to complete their final year of study in 2016/17.

## 2. Abbreviations

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

**Estimated Intake and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing  
Top-up Degree Programmes by Institution and Programme in the 2013/14 Academic Year**

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Business Administration (Honours) - Year 3 Entry	30	62,230
	<b>Sub-total</b>	<b>30</b>	
Centennial College	Bachelor of Arts (Honours) Programme - Year 3 Entry	200	92,000
	Bachelor of Professional Accounting (Honours) Programme - Year 3 Entry	120	92,000
	<b>Sub-total</b>	<b>320</b>	
City University of Hong Kong	Bachelor of Arts (Honours) in English for the Professions (Top-up Degree)	54	80,100
	Bachelor of Arts (Honours) in Integrated Strategic Communication (Top-up Degree)	80	90,300
	Bachelor of Arts (Honours) in Language Studies (Top-up Degree)	80	90,300
	Bachelor of Business Administration (Honours) in Accountancy (Top-up Degree)	38	78,750
	Bachelor of Business Administration (Honours) in Business Economics (Top-up Degree)	11	78,750
	Bachelor of Business Administration (Honours) in China Business (Top-up Degree)	7	78,750
	Bachelor of Business Administration (Honours) in Finance (Top-up Degree)	29	78,750
	Bachelor of Business Administration (Honours) in Human Resources Management (Top-up Degree)	20	78,750
	Bachelor of Business Administration (Honours) in Information Management (Top-up Degree)	34	78,750
	Bachelor of Business Administration (Honours) in International Business - Japan Studies (Top-up Degree)	6	78,750
	Bachelor of Business Administration (Honours) in Management Science (Top-up Degree)	11	78,750
	Bachelor of Business Administration (Honours) in Managerial Statistics (Top-up Degree)	9	78,750
	Bachelor of Business Administration (Honours) in Marketing (Top-up Degree)	23	78,750
	Bachelor of Business Administration (Honours) in Service Operations Management (Top-up Degree)	12	78,750
	Bachelor of Social Sciences (Honours) in Administration and Public Management (Top-up Degree)	80	90,300
	Bachelor of Social Sciences (Honours) in International Studies (Top-up Degree)	78	90,300
	<b>Sub-total</b>	<b>572</b>	
City University of Hong Kong - School of Continuing and Professional Education	BA (Hons) Accounting	290	79,015
	BA (Hons) Accounting and Finance	80	61,750
	BA (Hons) Marketing Management	200	73,615
	Bachelor of Arts (Honours) Business Administration and Management	180	88,800
	Bachelor of Arts (Honours) International Business Management	160	89,220
	Bachelor of Science (Honours) in Business Information Technology	152	82,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	<b>Sub-total</b>	<b>1 062</b>	
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management Programme - Year 3 Entry	24	68,000
	Bachelor of Business Administration (Honours) Programme - Year 3 Entry	40	68,000
	Bachelor of Journalism and Communication (Honours) Programme - Year 3 Entry	5	68,000
	<b>Sub-total</b>	<b>69</b>	
Hong Kong Baptist University	Bachelor of Commerce (Honours) in Accountancy	90	63,000
	<b>Sub-total</b>	<b>90</b>	
Hong Kong Baptist University - School of Continuing Education	Bachelor of Arts (Honours) in Creative Writing for Film, Television and New Media (Top-up Degree)	50	82,500
	Bachelor of Arts (Honours) in Music Studies (Top-up Degree)	40	80,000
	Bachelor of Arts in Liberal and Cultural Studies (Top-up Degree)	85	75,000
	Bachelor of Commerce in Human Resources Management (Top-up Degree)	100	75,000
	Bachelor of Commerce in Marketing (Top-up Degree)	90	75,000
	Bachelor of Social Sciences (Honours) in Psychology (Top-Up Degree)	70	75,000
	Bachelor of Social Sciences (Honours) in Social Policy (Top-up Degree)	55	78,750
	Bachelor of Social Sciences in Integrated Communication Management (Top-up Degree)	80	75,000
	Bachelor of Social Sciences in Sport and Recreation Leadership (Top-Up Degree)	70	75,000
	<b>Sub-total</b>	<b>640</b>	
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance - Year 3 Entry	20	45,000
	BA (Hons) Business Management - Year 3 Entry	20	45,000
	BA (Hons) Marketing and Advertising - Year 3 Entry	20	45,000
	BSc (Hons) Computing - Year 3 Entry	20	45,000
	BSc (Hons) Crime and Investigation - Year 3 Entry	50	45,000
	<b>Sub-total</b>	<b>130</b>	
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Bachelor of Business (Event Management)	60	117,600
	Bachelor of Business (Hotel Management)	90	117,600
	Bachelor of Business (Management)	60	117,600
	Bachelor of Business (Marketing)	60	117,600
	<b>Sub-total</b>	<b>270</b>	
The Hong Kong Institute of Education	Bachelor of Health Education (Honours) Programme (One-year Full-time)	62	84,000
	Bachelor of Social Science Education (Honours) (Greater China Studies) - Year 3 Entry	50	73,500
	<b>Sub-total</b>	<b>112</b>	
The Hong Kong Polytechnic University	Bachelor of Arts (Honours) in Bilingual Studies	72	75,000
	Bachelor of Business Administration (Honours) in Accountancy	160	85,000
	Bachelor of Engineering (Honours) in Building Services Engineering	80	85,000
	Bachelor of Engineering (Honours) in Electronic Engineering	40	110,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Engineering (Honours) in Product Engineering with Marketing	60	77,500
	Bachelor of Science (Honours) in Applied Ageing Studies	50	73,750
	Bachelor of Science (Honours) in Chemical Technology	40	110,000
	Bachelor of Science (Honours) in Convention and Event Management	60	78,750
	Bachelor of Science (Honours) in Geomatics (Geo-Information Technology)	10	110,000
	Bachelor of Science (Honours) in Hotel Management	90	101,667
	Bachelor of Science (Honours) in Tourism Management	90	105,000
	<b>Sub-total</b>	<b>752</b>	
The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Bachelor of Arts (Honours) in Business	48	66,650
	Bachelor of Arts (Honours) in Business (Finance)	48	66,650
	Bachelor of Arts (Honours) in Business (Human Resource Management)	48	66,650
	Bachelor of Arts (Honours) in Business (International Business)	48	66,650
	Bachelor of Arts (Honours) in Business (Operations and Supply Chain Management)	48	66,650
	Bachelor of Arts (Honours) in Hospitality Management	110	66,650
	Bachelor of Arts (Honours) in Marketing and Public Relations	255	66,650
	Bachelor of Arts (Honours) in Retail and Service Management	90	66,650
	Bachelor of Arts (Honours) in Travel Industry Management	125	66,650
	Bachelor of Arts in Applied and Media Arts	40	67,367
	Bachelor of Arts in Housing Management	50	67,367
	Bachelor of Arts in Professional Communication	55	67,367
	Bachelor of Social Sciences (Honours)	53	66,650
	Bachelor of Social Sciences (Honours) in Psychology	54	66,650
	Bachelor of Social Sciences (Honours) in Public Administration	53	66,650
	<b>Sub-total</b>	<b>1 125</b>	
The Open University of Hong Kong	Bachelor of Arts (Hons) in Chinese Language and Literature (Full-time) - Year 3 Entry	1	53,300
	Bachelor of Arts (Hons) in Language and Translation (Full-time) - Year 3 Entry	1	53,300
	Bachelor of Business Administration (Hons) in Accounting (Full-time) - Year 3 Entry	86	56,550
	Bachelor of Business Administration (Hons) in Management (Full-time) - Year 3 Entry	23	53,300
	Bachelor of Business Administration in Banking and Finance (Full-time) - Year 3 Entry	22	53,300
	Bachelor of Business Administration in China Business (Full-time) - Year 3 Entry	1	53,300
	Bachelor of Business Administration in Corporate Administration (Full-time) - Year 3 Entry	44	53,300
	Bachelor of Business Administration in Human Resource Management (Full-time) - Year 3 Entry	11	53,300
	Bachelor of Business Administration in International Business (Full-time) - Year 3 Entry	25	53,300
	Bachelor of Business Administration in Management	3	53,300

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	(Full-time) - Year 3 Entry		
	Bachelor of Business Administration in Marketing (Full-time) - Year 3 Entry	40	53,300
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 2 Entry	25	54,167
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 3 Entry	65	52,000
	Bachelor of English Language Studies with Honours (Full-time) - Year 2 Entry	2	52,000
	Bachelor of Hospitality Management (Full-time) - Year 3 Entry	30	52,000
	Bachelor of Language Studies (English) (Hons) (Full-time) - Year 3 Entry	1	53,675
	Bachelor of Science (Hons) in Applied Science (Beauty and Health) (Full-time) - Year 3 Entry	30	77,440
	Bachelor of Science (Hons) in Applied Science (Biology and Chemistry) (Full-time) - Year 3 Entry	120	77,440
	Bachelor of Science (Hons) in Applied Science (Energy and Environment) (Full-time) - Year 3 Entry	70	77,440
	Bachelor of Science (Hons) in Electronic and Computer Engineering (Full-time) - Year 3 Entry	15	53,140
	Bachelor of Science (Hons) in Statistical Analysis (Full-time) - Year 3 Entry	50	69,840
	Bachelor of Science (Hons) in Web Technologies (Full-time) - Year 3 Entry	70	52,000
	Bachelor of Science in Computer Engineering (Full-time) - Year 3 Entry	38	52,000
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 3 Entry	60	57,910
	<b>Sub-total</b>	<b>833</b>	
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance - Year 2 Entry	40	63,800
	Bachelor of Arts with Honours in Business Management - Year 2 Entry	15	63,800
	<b>Sub-total</b>	<b>55</b>	
The University of Hong Kong - HKU School of Professional and Continuing Education	Bachelor of Arts (with Honours) in Festival and Event Management	65	46,200
	Bachelor of Commerce (Accounting and Accounting Technologies)	20	108,500
	Bachelor of Commerce (Accounting)	40	108,500
	Bachelor of Commerce (Marketing and Advertising)	60	74,400
	<b>Sub-total</b>	<b>185</b>	
Tung Wah College	Bachelor of Business Administration (Honours) - Year 3 Entry	55	66,000
	Bachelor of Health Science (Honours) (Nursing Major) - Year 3 entry	100	90,600
	Bachelor of Social Science (Honours) - Year 3 entry	50	75,000
	<b>Sub-total</b>	<b>205</b>	
Vocational Training Council	BA (Honours) International Hospitality and Tourism Management	65	63,800
	BA (Hons) Advertising and Marketing Communications	80	57,800
	BA (Hons) Business and Finance	50	59,600
	BA (Hons) Business and Human Resource Management	70	59,600

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	BA (Hons) Business Management	120	59,600
	BA (Hons) Fashion Design	30	75,400
	BA (Hons) Fashion: Hair and Make-up	30	75,400
	BA (Hons) Fashion: Styling and Photography	30	75,400
	BA (Hons) Finance and Investment Management	40	61,800
	BA (Hons) Interior Design	50	74,600
	BA (Hons) International Business Management	280	61,800
	BA (Hons) International Fashion Business	35	75,400
	BA (Hons) Product Design	45	74,600
	BA (Hons) Visual Communication (Graphic Communication)	50	74,600
	BA (Hons) Visual Communication (Illustration)	20	74,600
	BA (Hons) Visual Communication (Moving Image)	35	74,600
	BA (Hons) Visual Communication (Photography)	15	74,600
	BSc (Hons) Events and Leisure Management	60	59,400
	BSc (Hons) Hospitality Business Management	40	59,400
	BSc (Hons) Sport Business Management	30	59,400
	BSc (Hons) Tourism Management	60	59,400
	<b>Sub-total</b>	<b>1 235</b>	
<b>Total</b>		<b>7 685</b>	

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB255**

**(Question Serial No. 1857)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the non-local students studying in the universities in Hong Kong, will the Government inform this Committee of the following:

- (a) the total numbers of non-local students studying in subvented colleges and institutes in Hong Kong in the past three academic years with breakdown by institutions, countries/areas of origin of students, and undergraduate/postgraduate programmes; and
- (b) the relevant expenditures as well as the expenditures involved in assisting these students to adapt to living in Hong Kong in the academic years mentioned above?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 17)

Reply:

- (a) Under the existing policy, institutions may enroll non-local students up to 20% of the approved University Grants Committee (UGC)-funded student number for sub-degree, undergraduate and taught postgraduate programmes (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number). The number of non-local students of UGC-funded programmes by institution, level of study and place of origin in the past three academic years is set out in the **Annex**.
- (b) Funding to institutions is made in the form of a block grant on the basis of approved student places allocated to the institutions. It is not possible to attribute specific amount of funding on measures to facilitate students' integration.

**Number of Non-local Students (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2012/13 Academic Year**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	794	178	35	1 007
	Taught Postgraduate	3	1	4	8
	Research Postgraduate^	521	34	31	586
	Sub-total	1 318	213	70	1 601
Hong Kong Baptist University	Undergraduate	648	11	-	659
	Taught Postgraduate	1	-	-	1
	Research Postgraduate^	150	16	14	180
	Sub-total	799	27	14	840
Lingnan University	Undergraduate	158	22	6	186
	Research Postgraduate^	29	7	8	44
	Sub-total	187	29	14	230
The Chinese University of Hong Kong	Undergraduate	1 317	246	72	1 635
	Taught Postgraduate	13	3	2	18
	Research Postgraduate^	1 208	39	30	1 277
	Sub-total	2 538	288	104	2 930
The Hong Kong Institute of Education	Undergraduate	218	7	-	225
	Taught Postgraduate	6	-	1	7
	Research Postgraduate^	22	3	2	27
	Sub-total	246	10	3	259
The Hong Kong Polytechnic University	Sub-degree	-	1	-	1
	Undergraduate	1 059	176	45	1 280
	Research Postgraduate^	407	41	27	475
	Sub-total	1 466	218	72	1 756
The Hong Kong University of Science and Technology	Undergraduate	668	433	82	1 183
	Research Postgraduate^	960	79	35	1 074
	Sub-total	1 628	512	117	2 257
The University of Hong Kong	Undergraduate	1 453	677	94	2 224
	Taught Postgraduate	39	15	6	60
	Research Postgraduate^	1 289	116	99	1 503
	Sub-total	2 781	808	199	3 787
All Institutions	Sub-degree	-	1	-	1
	Undergraduate	6 315	1 750	334	8 399
	Taught Postgraduate	62	19	13	94
	Research Postgraduate^	4 586	335	246	5 166
	<b>Total</b>	<b>10 963</b>	<b>2 105</b>	<b>593</b>	<b>13 661</b>

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students is determined having regard to their nationality.
3. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students in the 2012/13 academic year.
4. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
5. '-' denotes 'nil'.

**Number of Non-local Students (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2013/14 Academic Year**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	810	277	36	1 123
	Taught Postgraduate	4	-	1	5
	Research Postgraduate^	480	55	52	587
	Sub-total	1 294	332	89	1 715
Hong Kong Baptist University	Undergraduate	692	11	1	704
	Research Postgraduate^	160	15	16	191
	Sub-total	852	26	17	895
Lingnan University	Undergraduate	147	19	5	171
	Research Postgraduate^	33	5	12	50
	Sub-total	180	24	17	221
The Chinese University of Hong Kong	Undergraduate	1 374	329	77	1 780
	Taught Postgraduate	13	2	-	15
	Research Postgraduate^	1 249	40	34	1 323
	Sub-total	2 636	371	111	3 118
The Hong Kong Institute of Education	Undergraduate	235	11	-	246
	Taught Postgraduate	4	1	-	5
	Research Postgraduate^	20	3	2	25
	Sub-total	259	15	2	276
The Hong Kong Polytechnic University	Undergraduate	1 104	217	44	1 365
	Research Postgraduate^	448	42	36	526
	Sub-total	1 552	259	80	1 891
The Hong Kong University of Science and Technology	Undergraduate	694	491	80	1 265
	Research Postgraduate^	1 044	107	42	1 193
	Sub-total	1 738	598	122	2 458
The University of Hong Kong	Undergraduate	1 465	741	82	2 288
	Taught Postgraduate	65	11	10	86
	Research Postgraduate^	1 333	118	111	1 562
	Sub-total	2 863	870	203	3 936
All Institutions	Undergraduate	6 521	2 096	325	8 942
	Taught Postgraduate	86	14	11	111
	Research Postgraduate^	4 767	385	305	5 457
	<b>Total</b>	<b>11 374</b>	<b>2 495</b>	<b>641</b>	<b>14 510</b>

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students is determined having regard to their nationality.
3. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes 'nil'.

**Number of Non-local Students (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2014/15 Academic Year (Provisional)**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	814	360	36	1 210
	Taught Postgraduate	4	2	2	8
	Research Postgraduate^	537	63	71	671
	Sub-total	1 355	425	109	1 889
Hong Kong Baptist University	Undergraduate	705	15	2	722
	Research Postgraduate^	162	13	20	195
	Sub-total	867	28	22	917
Lingnan University	Undergraduate	138	15	3	156
	Research Postgraduate^	35	4	16	55
	Sub-total	173	19	19	211
The Chinese University of Hong Kong	Undergraduate	1 443	398	80	1 921
	Taught Postgraduate	6	1	-	7
	Research Postgraduate^	1 323	31	36	1 390
	Sub-total	2 772	430	116	3 318
The Hong Kong Institute of Education	Undergraduate	258	14	-	272
	Taught Postgraduate	3	-	-	3
	Research Postgraduate^	13	4	2	19
	Sub-total	274	18	2	294
The Hong Kong Polytechnic University	Sub-degree	2	-	-	2
	Undergraduate	1 139	269	46	1 454
	Research Postgraduate^	456	51	52	559
	Sub-total	1 597	320	98	2 015
The Hong Kong University of Science and Technology	Undergraduate	668	543	87	1 298
	Research Postgraduate^	1 028	119	48	1 195
	Sub-total	1 696	662	135	2 493
The University of Hong Kong	Undergraduate	1 465	802	74	2 341
	Taught Postgraduate	56	12	9	77
	Research Postgraduate^	1 355	116	126	1 597
	Sub-total	2 876	930	209	4 015
All Institutions	Sub-degree	2	-	-	2
	Undergraduate	6 630	2 416	328	9 374
	Taught Postgraduate	69	15	11	95
	Research Postgraduate^	4 909	400	371	5 680
	<b>Total</b>	<b>11 610</b>	<b>2 831</b>	<b>710</b>	<b>15 151</b>

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students is determined having regard to their nationality.
3. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes 'nil'.

- End -

**CONTROLLING OFFICER'S REPLY****EDB256****(Question Serial No. 3107)**

**Head:** (190) University Grants Committee

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

**Programme:** University Grants Committee

**Controlling Officer:** Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

**Director of Bureau:** Secretary for Education

**Question:**

Please provide data with regard to different types research funding allocated by the Government to each institution, as well as data with regard to research funding obtained by each institution on a competitive basis, in the academic years of 2013-14 and 2014-15, respectively.

**Asked by:** Hon LEE Wai-king, Starry (Member Question No. 50)

**Reply:**

According to information provided by the University Grants Committee (UGC)-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the 2013/14 academic year, with breakdown by source of funding, is listed below. Information in respect of the 2014/15 academic year is not yet available as such information is only reported by institutions on completion of an academic year.

<b>Institution</b>	<b>From UGC / Research Grants Council (RGC) (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	760.0	60.2	820.2
Hong Kong Baptist University	364.5	17.8	382.3
Lingnan University	108.9	3.9	112.8
The Chinese University of Hong Kong	1,134.8	198.9	1,333.7
Hong Kong Institute of Education	180.5	5.0	185.4
The Hong Kong Polytechnic University	671.9	98.3	770.2
The Hong Kong University of Science and Technology	847.9	60.9	908.8
The University of Hong Kong	1,862.8	182.7	2,045.6
<b>Total</b>	<b>5,931.2</b>	<b>627.7</b>	<b>6,558.9</b>

Note: Figures may not add up due to rounding.

Research funding secured by each institution through competition administered by UGC/RGC for the 2013/14 and 2014/15 academic years is listed below:

<b>Institution</b>	<b>2013/14 (\$ million)</b>	<b>2014/15<sup>(Note 1)</sup> (\$ million)</b>
City University of Hong Kong	100.7	120.7
Hong Kong Baptist University	42.9	48.7
Lingnan University	8.7	3.5
The Chinese University of Hong Kong	380.5	216.8
Hong Kong Institute of Education	19.7	19.2
The Hong Kong Polytechnic University	121.2	123.6
The Hong Kong University of Science and Technology	237.9	154.0
The University of Hong Kong	206.8	414.2
<b>Total<sup>(Note 2)</sup></b>	<b>1,118.4</b>	<b>1,100.7</b>

Note 1 Position up to 28 February 2015.

Note 2 Figures may not add up due to rounding.

(Remarks: Research funding awarded to an institution in the academic year is meant to be spent in the coming several years, over the duration of a project.)

- End -

**CONTROLLING OFFICER'S REPLY****EDB257****(Question Serial No. 3108)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

A key factor in promoting internationalisation is the provision of hostel places – for both local and non-local students. Regarding university student hostel places, please provide information on:

- (a) student hostel places provided by each UGC-funded institution, numbers of student applications and percentages of successful applications with breakdown by local and non-local student hostel places in the 2013/14 and 2014/15 academic years; and
- (b) number of places in hostels to be built by each institution.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 51)Reply:

- (a) The number of hostel places available for allocation, the number of applications received from local and non-local students, and their respective success rates in the 2013/14 and 2014/15 academic years as advised by the University Grants Committee (UGC)-funded institutions are set out at the Annex.
- (b) One publicly-funded hostel project, namely 8015EL “Tseung Kwan O Joint Student Hostel” with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is currently under construction for completion in late 2015. It will provide a total of 520 publicly-funded hostel places to be allocated to The Hong Kong University of Science and Technology (HKUST) and Hong Kong Baptist University (HKBU) having regard to the prevailing supply of and demand for publicly-funded hostel places at the respective institutions. Besides, another publicly-funded hostel project of The Chinese University of Hong Kong (CUHK) providing some 670 places is planned for submission to the Finance Committee of the Legislative Council (FC) in the 2014-15 legislative session with an estimated project cost of some \$473 million (excluding 25% contribution by institution). Subject to the funding approval from the FC, CUHK plans to commence construction works in the fourth quarter of 2015 for completion in the second quarter of 2018.

The UGC and the Government continue to work closely with institutions to meet the additional requirements for publicly-funded hostel places. Apart from the projects mentioned above, the UGC has provided support to ten hostel projects under planning by institutions, which will provide a total of some 9 400 publicly-funded hostel places. Of which, 5 600 places to be delivered in three projects from The University of Hong Kong, as well as one each from CUHK, HKUST and City University of Hong Kong, are undergoing the detailed design stage. Institutions involved will seek funding support under the established mechanism. The rest of the 3 800 places will be delivered in four capital projects, two from CUHK, and one each from HKBU and The Hong Kong Polytechnic University.

## Statistics on Allocation of Student Hostel Places in 2013/14 and 2014/15 Academic Years

Institution	2013/14 academic year						
	Number of hostel places available for allocation <sup>1</sup>	Applications <sup>2</sup>					
		Local students			Non-local students		
		Number received <sup>3</sup>	Number successful	Success rate	Number received <sup>4</sup>	Number successful	Success rate
City University of Hong Kong	3 648	3 903	1 685	43%	2 480	1 945	78%
Hong Kong Baptist University	2 081	2 350	1 267	54%	1 750	814	47%
Lingnan University	2 234	1 979	1 683	85%	444	444	100%
The Chinese University of Hong Kong	8 175	7 291	4 804	66%	3 670	3 352	91%
The Hong Kong Institute of Education	2 220	2 052	1 827	89%	388	388	100%
The Hong Kong Polytechnic University	4 983	4 065	2 623	65%	2 777	2 282	82%
The Hong Kong University of Science and Technology	5 284	4 827	2 651	55%	3 055	2 497	82%
The University of Hong Kong	6 186	6 694	3 184	48%	6 389	2 742	43%
<b>Total</b>	<b>34 811</b>	<b>33 161</b>	<b>19 724</b>	<b>59%</b>	<b>20 953</b>	<b>14 464</b>	<b>69%</b>

Institution	2014/15 academic year						
	Number of hostel places available for allocation <sup>1</sup>	Applications <sup>2</sup>					
		Local students			Non-local students		
		Number received <sup>3</sup>	Number successful	Success rate	Number received <sup>4</sup>	Number successful	Success rate
City University of Hong Kong	3 648	3 859	1 614	42%	2 595	2 025	78%
Hong Kong Baptist University	2 087	2 324	1 276	55%	1 706	811	48%
Lingnan University	2 571	1 813	1 813	100%	629	629	100%
The Chinese University of Hong Kong	8 615	7 220	5 271	73%	3 506	3 344	95%
The Hong Kong Institute of Education	2 220	2 180	1 789	82%	413	412	100%
The Hong Kong Polytechnic University	4 983	3 958	2 499	63%	2 881	2 480	86%
The Hong Kong University of Science and Technology	5 092	4 918	2 202	45%	3 795	2 680	71%
The University of Hong Kong	6 456	6 421	3 019	47%	6 875	3 026	44%
<b>Total</b>	<b>35 672</b>	<b>32 693</b>	<b>19 483</b>	<b>60%</b>	<b>22 400</b>	<b>15 407</b>	<b>69%</b>



- 
- <sup>1</sup> Include publicly-funded and privately-funded hostel places as well as temporary places available for allocation.
  - <sup>2</sup> Include repeated applications from students who have resided in hostels in the past.
  - <sup>3</sup> Include applications from local students enrolled in UGC-funded and non-UGC funded programmes.
  - <sup>4</sup> Include applications from non-local students enrolled in UGC-funded and non-UGC funded programmes. Exchange students are also included.

- End -

**CONTROLLING OFFICER'S REPLY****EDB258****(Question Serial No. 3265)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (a) Under the prevailing hostel policy, all undergraduate students should be given the opportunity to stay in a student hostel for at least one year of their courses. Please provide a breakdown of the requirements for publicly-funded hostel places by UGC-funded institutions under the said hostel policy and the additional requirements that are above the existing level of supply in the 2014/15 academic year.
- (b) Please provide a breakdown of the respective numbers of student hostel places available for allocation by UGC-funded institutions, by the categories of publicly-funded, privately-funded and temporary hostel places, in the 2014/15 academic year.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 53)Reply:

- (a) Under the prevailing hostel policy, the provision of publicly-funded student hostels in the University Grants Committee (UGC)-funded institutions is calculated in accordance with the following criteria<sup>1</sup>: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places.

In the 2014/15 academic year, 18 241 publicly-funded hostel places are required in order to provide one year stay in student hostel for all local undergraduate students in the UGC-funded institutions. Given that the actual allocation of student hostel places to individual students is a matter within institutional autonomy, we are unable to ascertain the number of existing hostel places allocated to satisfy the requirements of one year stay in student hostels. For indicative purpose, in the 2014/15 academic year, 19 483 local students successfully applied for hostel places (including publicly-funded, privately-funded and temporary). Details by institution are set out below:

<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

<b>Institution</b>	<b>Requirements for publicly-funded hostel places for the provision of one year stay in hostel for local undergraduate students</b>	<b>Number of local students who successfully applied for hostel places</b>
City University of Hong Kong	3 268	1 614
Hong Kong Baptist University	1 556	1 276
Lingnan University	650	1 813
The Chinese University of Hong Kong	3 487	5 271
The Hong Kong Institute of Education	673	1 789
The Hong Kong Polytechnic University	3 510	2 499
The Hong Kong University of Science and Technology	1 921	2 202
The University of Hong Kong	3 176	3 019
<b>Total</b>	<b>18 241</b>	<b>19 483</b>

- (b) The number of hostel places available in the UGC-funded institutions at the beginning of the 2014/15 academic year as advised by the UGC-funded institutions are listed below -

<b>Institution</b>	<b>2014/15 academic year</b>			
	<b>Publicly-funded Hostel Places</b>	<b>Privately-funded Hostel Places</b>	<b>Temporary Hostel Places</b>	<b>Total</b>
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 629	242	216	2 087
Lingnan University	1 300	1 170	101	2 571
The Chinese University of Hong Kong	5 534	2 593	488	8 615
The Hong Kong Institute of Education	2 000	0	220	2 220
The Hong Kong Polytechnic University	4 654	0	329	4 983
The Hong Kong University of Science and Technology	3 308	1 112	672	5 092
The University of Hong Kong	5 573	613	270	6 456
<b>Total</b>	<b>27 438</b>	<b>5 938</b>	<b>2 296</b>	<b>35 672</b>

- End -

**CONTROLLING OFFICER'S REPLY****EDB259****(Question Serial No. 2903)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Will the Government provide this Committee with the following information:

- the respective numbers of local, Mainland and overseas students studying self-financed and University Grants Committee (UGC)-funded postgraduate programmes in the past 5 years;
- the amount of financial assistance provided by the Government through various scholarships in the past 5 years; and
- the respective numbers of local, Mainland and overseas postgraduate students receiving scholarships in the past 5 years?

Asked by: Hon LEUNG Kenneth (Member Question No. 5.07)

Reply:

According to figures provided by institutions, the number of students enrolled in self-financing and University Grants Committee (UGC)-funded postgraduate programmes from the 2010/11 to 2014/15 academic years, with a breakdown by place of origin are as follows:

Academic year	Number of students pursuing postgraduate programmes <sup>1</sup>					
	Self-financing <sup>2</sup>			UGC-funded <sup>3</sup>		
	Local	Mainland	Other places	Local	Mainland	Other places
2010/11	28 231	5 685	1 068	5 569	4 084	387
2011/12	27 439	7 580	1 292	5 405	4 353	500
2012/13	25 601	10 029	1 316	5 279	4 648	613
2013/14	25 162	12 523	1 166	4 873	4 853	715
2014/15 <sup>4</sup>	N.A. <sup>5</sup>			4 817	4 978	798

<sup>1</sup> Figures include taught and research postgraduate programmes.

<sup>2</sup> Figures refer to enrolments in self-financing taught postgraduate programmes (full-time and part-time) and research postgraduate programmes (full-time).

<sup>3</sup> Figures include students within normal study periods.

<sup>4</sup> Figures in respect of UGC-funded postgraduate programmes for the 2014/15 academic year are provisional.

<sup>5</sup> N.A. denotes figures not yet available.

Under two publicly-funded scholarship schemes, namely the HKSAR Government Scholarship Fund and the Scholarship for Prospective English Teachers, postgraduate students are eligible alongside students of other study levels. In addition, the Hong Kong PhD Fellowship Scheme launched by the Research Grants Council of the UGC welcomes applications from those students who are seeking admission as new full-time PhD

students in UGC-funded institutions, irrespective of their country of origin. The total amounts disbursed under these three scholarship/fellowship schemes in the past five academic years are as follows:

Name of Scholarships/Fellowships	Disbursement by academic year (\$ million)				
	2010/11	2011/12	2012/13	2013/14	2014/15
HKSAR Government Scholarship Fund	29.3	32.1	71.7	89.4	96.1
Scholarship for Prospective English Teachers (established in 2010/11) (figures refer to amount of disbursement to postgraduate students only)	0.4	0.5	0.55	0.65	0.25
Hong Kong PhD Fellowship Scheme	26.5	55.5	96.8	105.5	129.8

A breakdown of the scholarship recipients pursuing UGC-funded postgraduate programmes under the above three schemes is as follows:

(a) HKSAR Government Scholarship Fund

Academic year	Number of recipients pursuing UGC-funded postgraduate programmes under the HKSAR Government Scholarship Fund					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
2010/11	7	0.28	5	0.4	2	0.16
2011/12	5	0.20	3	0.24	1	0.08
2012/13	46	0.61	28	0.28	7	0.14
2013/14	70	1.28	66	0.74	11	0.25
2014/15 <sup>^</sup>	16	0.64	1	0.08	0	0

<sup>^</sup> Information on the Talent Development Scholarship and Reaching Out Award under the HKSAR Government Scholarship Fund are not available yet.

(b) Scholarship for Prospective English Teachers

Academic year	Number of recipients pursuing UGC-funded postgraduate programmes under the Scholarship for Prospective English Teachers (since establishment in 2010/11)					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
2010/11	8	0.4	0	0	0	0
2011/12	10	0.5	0	0	0	0
2012/13	11	0.55	0	0	0	0
2013/14	13	0.65	0	0	0	0
2014/15	5	0.25	0	0	0	0

(c) Hong Kong PhD Fellowship Scheme

The Scheme provides an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year up to three years for all awardees, irrespective of place of origin.

Academic year	Number of (new) recipients under the Hong Kong PhD Fellowship Scheme				
	Local	Mainland	Other places	Total new recipients	Total recipients
2010/11	10	65	31	106	106
2011/12	10	78	28	116	222*
2012/13	16	92	57	165	387*
2013/14	14	103	68	185	422*
2014/15	13	131	79	223	519*

\* Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

- End -

**CONTROLLING OFFICER'S REPLY****EDB260****(Question Serial No. 2922)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the courses offered by tertiary institutions in relation to sustainable development (in areas such as environmental protection, energy, climate change), please list the information for the past 3 years in the following table.

Year	Respective Areas/themes(such as environmental protection, energy, climate change)	Specific content of modules	Year of study	Type of courses (self-financing, publicly-funded)	Operating cost of the course(s)(\$)	Please list the amount of provision for publicly-funded course(s)	Learning objectives	Number of students enrolled

Asked by: Hon LEUNG Kenneth (Member Question No. 4.31)Reply:

Information on year of study and student enrolment for the respective Academic Programme Categories (APCs) of the University Grants Committee (UGC)-funded undergraduate programmes related to sustainable development from the 2011/12 to 2013/14 academic years is at [Annex A](#). The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual expenditure on specific academic programmes. According to the information provided by the institutions, the average student unit costs per annum of a UGC-funded undergraduate place for the 2011/12, 2012/13 and 2013/14 academic years were \$233,000, \$203,000 and \$209,000 respectively.

Information on year of study and student enrolment for full-time locally-accredited self-financing post-secondary programmes related to sustainable development from the 2011/12 to 2013/14 academic years is at [Annex B](#). We do not have the costing information relating to these programmes.

We do not have information regarding the specific content of modules and learning objectives for these programmes related to sustainable development.

**Student Enrolment of UGC-funded Undergraduate Programmes Related to Sustainable Development<sup>1</sup>  
by Institution, 2011/12 to 2013/14 Academic Years**

			Headcount
Academic Year	Academic Programme Category	Duration (Year)	Number of students enrolled
2011/12	Environmental studies	2	35
		3	280
	Geography	3	489
Total			804
2012/13*	Environmental studies	2	31
		3	288
		4	134
	Geography	3	482
		4	171
Total			1 107
2013/14	Environmental studies	2	31
		3	189
		4	281
	Geography	3	350
		4	339
Total			1 190

## Notes:

1. Programmes related to sustainable development are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded institutions.
2. Since some UGC-funded programmes are mapped to more than one APC, student intake figures of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
3. \*To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.

**Number of Students Enrolled in relation to Sustainable Development\* in Full-time Locally-accredited  
Self-financing Post-secondary Programmes, 2011/12 to 2013/14 Academic Years**

Academic Year	Respective Areas/themes(such as environmental protection, energy, climate change)	Level	Duration (Years)	Number of students enrolled
2011/12	Environment	Sub-degree	2.0	300
	Energy	Top-up degree	1.5	118
2012/13	Energy	Top-up Degree	1.5	136
	Environment	Undergraduate	4.0	54
		Sub-degree	2.0	395
		Top-up Degree	1.5	147
2013/14	Energy	Undergraduate	4.0	108
	Environment	Sub-degree	2.0	342

Notes: \* Including programmes with keywords “Environment”, “Energy”, “Geography” in the programme title.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB261**

**(Question Serial No. 2195)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

**Question:**

Please give a breakdown of the estimated number of staff, annual emoluments, housing allowance and allowances for the expenses on visits and entertainment pertaining to the following posts in the University Grants Committee Secretariat in 2015-16.

- Secretary General
- Deputy Secretary General
- Assistant Secretary General
- Executive Officer
- Statistician
- Research Manager
- Statistical Officer I
- Senior Executive Officer
- Senior Research Administrator
- Research Administrator
- Senior Project Officer
- Treasury Accountant
- Accountant
- Accounting Officer
- Senior Clerical Officer
- Clerical Officer
- Departmental Secretary
- Executive Co-ordinator
- Information Technology Officer

Asked by: Hon LEUNG Kwok-hung (Member Question No. 608)

**Reply:**

The estimated number of permanent posts mentioned in the question and the annual salaries in the University Grants Committee Secretariat in 2015-16 are tabulated below—

	<b>Post/Rank</b>	<b>Number</b>	<b>Total Annual Salary<sup>Note</sup></b>
(a)	Secretary-General	1	2,361,000
(b)	Deputy Secretary-General	2	3,686,400
(c)	Assistant Secretary-General	8	9,780,480
(d)	Senior Executive Officer, Executive Officer I and Executive Officer II	17	11,440,560
(e)	Statistician and Statistical Officer I	3	1,807,800
(f)	Treasury Accountant and Accounting Officer I	3	2,364,420
(g)	Senior Clerical Officer and Clerical Officer	4	1,614,720

Note: Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries.

Apart from the above permanent posts, the UGC Secretariat may also engage non-civil service contract staff in a year to meet changing operational and service needs, e.g. Research Manager, Senior Research Administrator, Research Administrator, Senior Project Officer, Accountant, Accounting Officer, Executive Coordinator, Information Technology Officer, etc. We are unable to project the number of NCSC staff in the 2015-16 financial year before it begins.

Provision for housing allowances for the civil service as a whole is centrally provided for under Head 46 general expenses of the civil service and there is no provision for individual officers under Head 190. There is no provision for housing allowances for the non-civil service contract staff.

In 2015-16, officials of the University Grants Committee Secretariat will conduct duty visits and consume official meals based on operational needs and prior approval is needed before incurring any related expenses. In making an application for duty visit or official entertainment, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditures are fully justified and appropriate for the official purpose in question. There is no provision for expenses for duty visits and entertainment for individual officers.

- End -

**CONTROLLING OFFICER'S REPLY****EDB262****(Question Serial No. 3198)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

In the past five years, what were the respective amounts of grants given to each University Grants Committee (UGC)-funded institution under the "Grants to UGC-funded institutions"? What were the numbers of funded places offered by such institutions during the same periods?

Name of Institutions/ Amount of Grants	2010	2011	2012	2013	2014

Name of Institutions/ Number of Places	2010	2011	2012	2013	2014

Asked by: Hon LEUNG Yiu-chung (Member Question No. 55)Reply:

The amount of grants allocated to each of the University Grants Committee (UGC)-funded institutions for the 2010-11 to 2014-15 financial years; and the approved student number targets of each institution for the 2010/11 to 2014/15 academic years are as follows:

(i) Amount of grants allocated to UGC-funded institutions for the 2010-11 to 2014-15 financial years –

Institutions	Amount of grants allocated to UGC-funded institutions for 2010-11 to 2014-15 (\$ million)				
	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Revised Estimate
CityU	1,268	1,327	1,528	1,691	1,862
HKBU	620	651	782	868	939
LU	266	276	327	356	375
CUHK	2,393	2,585	3,108	3,483	3,688

HKIEd	505	532	593	637	678
PolyU	1,748	1,851	2,159	2,336	2,455
HKUST	1,346	1,424	1,665	1,826	1,937
HKU	2,403	2,626	3,086	3,447	3,644
<b>Total</b>	<b>10,548</b>	<b>11,271</b>	<b>13,249</b>	<b>14,644</b>	<b>15,577</b>

Note: Figures may not add up due to rounding.

- (ii) Approved student number targets of the UGC-funded programmes by institution and level of study for the 2010/11 to 2014/15 academic years –

Institution	Level of Study	Approved Student Number Targets				
		2010/11	2011/12	2012/13	2013/14	2014/15
CityU	Sub-degree	1 019	1 007	921	841	841
	Undergraduate	7 977	7 931	10 078	10 254	10 702
	Taught Postgraduate	53	53	53	53	53
	Research Postgraduate	483	507	496	520	537
	<b>Sub-total</b>	<b>9 532</b>	<b>9 498</b>	<b>11 548</b>	<b>11 668</b>	<b>12 133</b>
HKBU	Undergraduate	4 319	4 286	5 590	5 662	5 829
	Taught Postgraduate	280	280	253	235	235
	Research Postgraduate	185	197	199	208	228
	<b>Sub-total</b>	<b>4 784</b>	<b>4 763</b>	<b>6 042</b>	<b>6 105</b>	<b>6 292</b>
LU	Undergraduate	2 168	2 087	2 534	2 487	2 460
	Research Postgraduate	45	49	58	64	68
	<b>Sub-total</b>	<b>2 213</b>	<b>2 136</b>	<b>2 592</b>	<b>2 551</b>	<b>2 528</b>
CUHK	Undergraduate	9 845	9 984	13 518	13 956	14 337
	Taught Postgraduate	670	670	740	712	712
	Research Postgraduate	1 501	1 559	1 563	1 534	1 495
	<b>Sub-total</b>	<b>12 016</b>	<b>12 213</b>	<b>15 821</b>	<b>16 202</b>	<b>16 544</b>
HKIEd	Sub-degree	1 323	1 230	1 086	1 158	1 113
	Undergraduate	3 047	3 164	4 149	4 188	4 179
	Taught Postgraduate	430	430	450	427	427
	Research Postgraduate	20	31	35	39	46
	<b>Sub-total</b>	<b>4 820</b>	<b>4 855</b>	<b>5 719</b>	<b>5 812</b>	<b>5 765</b>
PolyU	Sub-degree	3 342	3 354	3 338	3 020	2 367
	Undergraduate	8 541	8 553	11 177	11 453	11 998
	Taught Postgraduate	15	15	15	15	15
	Research Postgraduate	504	536	533	560	578
	<b>Sub-total</b>	<b>12 402</b>	<b>12 458</b>	<b>15 062</b>	<b>15 048</b>	<b>14 958</b>
HKUST	Undergraduate	5 659	5 680	7 655	7 747	7 801
	Research Postgraduate	1 079	1 131	1 121	1 103	1 100
	<b>Sub-total</b>	<b>6 738</b>	<b>6 811</b>	<b>8 776</b>	<b>8 850</b>	<b>8 901</b>
HKU	Undergraduate	9 351	9 435	12 732	13 137	13 451
	Taught Postgraduate	795	795	771	751	751
	Research Postgraduate	1 508	1 585	1 590	1 567	1 543
	<b>Sub-total</b>	<b>11 654</b>	<b>11 815</b>	<b>15 093</b>	<b>15 455</b>	<b>15 745</b>
All Institutions	Sub-degree	5 683	5 591	5 345	5 019	4 321
	Undergraduate	50 908	51 119	67 432	68 883	70 757
	Taught Postgraduate	2 243	2 243	2 281	2 193	2 193
	Research Postgraduate	5 325	5 595	5 595	5 595	5 595
	<b>Total</b>	<b>64 159</b>	<b>64 548</b>	<b>80 652</b>	<b>81 690</b>	<b>82 866</b>

Notes:

1. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
2. Figures may not add up to the corresponding totals owing to rounding.
3. Abbreviations for institution are as follows:

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

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**CONTROLLING OFFICER'S REPLY**

**EDB263**

**(Question Serial No. 2682)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau/University Grants Committee (UCG) advise on:

- a. the student place numbers, student numbers and tuition fees of funded sub-degree programmes in 2013/14 and 2014/15 academic years (please list by institution and department);
- b. the student place numbers, student numbers and tuition fees of funded master programmes in 2013/14 and 2014/15 academic years (please list by institution and department);
- c. the average salaries of the graduates of funded undergraduate programmes of various tertiary institutions in 2012/13 and 2013/14 academic years (please list by institution);
- d. according to the information of UGC, in both 2011/12 and 2012/13 academic years, the student number of funded sub-degree programmes was higher than the number of approved student places. What were the reasons? What were the additional expenditures involved? On what criteria does the Administration base to decide whether an institution can admit additional students and is there a ceiling for the final student number?

Asked by: Hon MA Fung-kwok (Member Question No. 10)

Reply:

- a. The approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree (SD) programmes by institution and broad academic programme category (APC) from the 2013/14 to 2014/15 academic years are set out at **Annex A**. The tuition fee for local students of the UGC-funded SD programmes offered by City University of Hong Kong and The Hong Kong Polytechnic University is set at \$31,575 per year, while that of The Hong Kong Institute of Education is \$15,040 per year.
- b. The UGC-funded postgraduate programmes comprise taught postgraduate (TPg) and research postgraduate (RPg) programmes. For RPg programmes, the breakdown of approved student number targets by broad APC is not available. Hence, the approved student number targets and student enrolment of the UGC-funded TPg programmes by institution and broad APC from the 2013/14 to 2014/15 academic years are separately set out at **Annex B**. The approved student number targets and student enrolment of the UGC-funded RPg programmes by institution from the same period are set out at **Annex C**. The tuition fee for local students of the UGC-funded TPg and RPg programmes is \$42,100 per year.

- c. Based on the Graduate Employment Survey conducted by the UGC-funded institutions, the average annual salary of graduates of the full-time UGC-funded undergraduate programmes by institution for the 2012/13 academic year is set out at **Annex D**. Figures for the 2013/14 academic year are not yet available.
- d. Over-enrollment in UGC-funded programmes is permitted on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. With respect to non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% comprises up to 4% within the UGC funded number and up to 16% outside the UGC-funded number.

Over the years, institutions have been exercising this flexibility in over-enrolment in their UGC-funded programmes, including sub-degree programmes. No additional expenditure was involved for over-enrolled students as institutions are expected to absorb the related cost.

**Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes  
by Institution and Broad Academic Programme Category, 2013/14 to 2014/15 Academic Years**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2013/14	CityU	Engineering and Technology	841	914
		Arts and Humanities	-	2
		<b>Sub-total</b>	<b>841</b>	<b>916</b>
	HKIEd	Sciences	35	56
		Social Sciences	5	5
		Arts and Humanities	73	76
		Education	1 045	704
		<b>Sub-total</b>	<b>1 158</b>	<b>841</b>
	PolyU	Medicine, Dentistry and Health	320	319
		Sciences	255	311
		Engineering and Technology	1 507	1 576
		Business and Management	584	610
		Social Sciences	75	106
		Arts and Humanities	279	290
		<b>Sub-total</b>	<b>3 020</b>	<b>3 212</b>
	<b>Total</b>		<b>5 019</b>	<b>4 969</b>
2014/15 <sup>#</sup>	CityU	Engineering and Technology	841	903
		<b>Sub-total</b>	<b>841</b>	<b>903</b>
	HKIEd	Sciences	33	85
		Social Sciences	5	7
		Arts and Humanities	67	80
		Education	1 007	735
		<b>Sub-total</b>	<b>1 113</b>	<b>907</b>
	PolyU	Medicine, Dentistry and Health	160	153
		Sciences	255	288
		Engineering and Technology	1 349	1 425
		Business and Management	329	473
		Social Sciences	35	47
		Arts and Humanities	240	248
		<b>Sub-total</b>	<b>2 367</b>	<b>2 634</b>
	<b>Total</b>		<b>4 321</b>	<b>4 444</b>



Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. '-' denotes nil.
3. # Provisional figures.
4. Abbreviations for institution are as follows:

CityU	City University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University

**Approved Student Number Targets and Student Enrolment of UGC-funded Taught Postgraduate Programmes by Institution and Broad Academic Programme Category, 2013/14 to 2014/15 Academic Years**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2013/14	CityU	Social Sciences	53	53
		<b>Sub-total</b>	<b>53</b>	<b>53</b>
	HKBU	Education	235	224
		<b>Sub-total</b>	<b>235</b>	<b>224</b>
	CUHK	Engineering and Technology	80	83
		Social Sciences	74	75
		Education	558	552
		<b>Sub-total</b>	<b>712</b>	<b>710</b>
	HKIED	Sciences	84	64
		Business and Management	4	3
		Social Sciences	11	9
		Arts and Humanities	108	100
		Education	220	332
		<b>Sub-total</b>	<b>427</b>	<b>507</b>
	PolyU	Social Sciences	15	15
		<b>Sub-total</b>	<b>15</b>	<b>15</b>
	HKU	Medicine, Dentistry and Health	11	14
		Engineering and Technology	218	213
		Social Sciences	181	194
		Education	341	342
		<b>Sub-total</b>	<b>751</b>	<b>763</b>
	<b>Total</b>		<b>2 193</b>	<b>2 271</b>
2014/15 <sup>#</sup>	CityU	Social Sciences	53	53
		<b>Sub-total</b>	<b>53</b>	<b>53</b>
	HKBU	Education	235	226
		<b>Sub-total</b>	<b>235</b>	<b>226</b>
	CUHK	Engineering and Technology	80	85
		Social Sciences	74	73
		Education	558	577
		<b>Sub-total</b>	<b>712</b>	<b>735</b>
	HKIED	Sciences	84	53
		Business and Management	3	-
		Social Sciences	11	47

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Arts and Humanities	108	99
		Education	220	325
		<b>Sub-total</b>	<b>427</b>	<b>524</b>
	PolyU	Social Sciences	15	15
		<b>Sub-total</b>	<b>15</b>	<b>15</b>
	HKU	Medicine, Dentistry and Health	11	15
		Engineering and Technology	218	215
		Social Sciences	181	185
		Education	341	333
		<b>Sub-total</b>	<b>751</b>	<b>748</b>
	<b>Total</b>		<b>2 193</b>	<b>2 299</b>

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. '-' denotes nil.
3. # Provisional figures.
4. Abbreviations for institution are as follows:
 

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong

**Approved Student Number Targets and Student Enrolment of UGC-funded Research  
Postgraduate Programmes by Institution, 2013/14 to 2014/15 Academic Years**

(full-time equivalent)

<b>Academic Year</b>	<b>Institution</b>	<b>Approved Student Number Targets</b>	<b>Student Enrolment</b>
2013/14	CityU	520	665
	HKBU	208	251
	LU	64	74
	CUHK	1 534	1 790
	HKIEd	39	36
	PolyU	560	677
	HKUST	1 103	1 351
	HKU	1 567	2 141
	<b>Total</b>	<b>5 595</b>	<b>6 985</b>
2014/15 <sup>#</sup>	CityU	537	741
	HKBU	228	268
	LU	68	82
	CUHK	1 495	1 825
	HKIEd	46	29
	PolyU	578	694
	HKUST	1 100	1 354
	HKU	1 543	2 112
	<b>Total</b>	<b>5 595</b>	<b>7 103</b>

## Notes:

1. Breakdowns of approved student number targets by academic programme category for research postgraduate (RPg) programmes are not available.
2. RPg figures include only students funded by UGC within normal study periods.
3. Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. # Provisional figures.
5. Abbreviations for institution are as follows:
 

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

**Average Annual Salary of Graduates of Full-time UGC-funded Undergraduate Programmes  
by Institution, 2012/13 Academic Year**

HK\$'000

Academic Year	Institution								
	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2012/13	161	156	144	238	234	197	199	236	<b>199</b>

## Notes :

1. The employment information of graduates from full-time UGC-funded programmes in a given year is collected through the Graduate Employment Survey which is conducted annually by the UGC-funded institutions with a time frame up to December of the same year. The Survey on graduates in 2013/14 is in progress and therefore figures for the year are not available.
2. Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.
3. Annual salaries include commission and other cash allowances.
4. Abbreviations for institution are as follows:
 

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

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**CONTROLLING OFFICER'S REPLY****EDB264****(Question Serial No. 0560)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

1. In respect of the student numbers of University Grants Committee (UGC)-funded programmes, the number of undergraduate students in 2015 is estimated to be 72 239, which is less than the student numbers of 79 916 in 2014/15 and 77 199 in 2013/14. Please explain the reasons.
2. In respect of the student numbers of UGC-funded programmes, the number of taught postgraduate students in 2015 is estimated to be 2 193, which is less than the student numbers of 2 300 in 2014/15 and 2 271 in 2013/14. Please explain the reasons.
3. In respect of the student numbers of UGC-funded programmes, the number of research postgraduate students in 2015 is estimated to be 5 595, which is less than the student numbers of 7 103 in 2014/15 and 6 985 in 2013/14. Please explain the reasons.
4. In respect of the student numbers of UGC-funded programmes, the number of sub-degree students in 2015 is estimated to be 3 868, which is less than the student numbers of 4 444 in 2014/15 and 4 969 in 2013/14. Please explain the reasons.

Asked by: Hon POON Siu-ping (Member Question No. 3116 )Reply:

The University Grants Committee (UGC)-funded institutions may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. In respect of non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% consists of up to 4% within the UGC funded number and up to 16% outside the UGC-funded number (the so called "4%-in-16%-out" policy).

Over the years, institutions have been exercising this flexibility in over-enrollment in their UGC-funded sub-degree, undergraduate and taught postgraduate programmes. As a result of such over-enrollment, the approved student numbers for the UGC-funded undergraduate programmes for 2013/14 and 2014/15 were 68 883 and 70 757 respectively, while the actual number of students admitted were 77 199 and 79 916 respectively. In the same vein, the approved student numbers for the UGC-funded taught postgraduate programmes for 2013/14 and 2014/15 were 2 193 and 2 193 respectively, while the actual number of students admitted were 2 271 and 2 300 respectively. Similarly, the actual numbers of students in undergraduate and taught postgraduate programmes in the 2015/16 academic year are likely to exceed the approved student number targets.

Besides, it is noteworthy that, starting from the 2016/17 academic year, the “4%-in-16%-out” policy will be replaced by a “20%-out” policy, i.e. all new non-local students in sub-degree, undergraduate and taught postgraduate programmes will have to be admitted through over-enrolment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level.

For research postgraduate (RPg) programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects. As a result, the approved student numbers for the UGC-funded RPg programmes remain at 5 595 per annum since the 2012/13 academic year, while the actual number of students admitted for 2013/14 and 2014/15 were 6 985 and 7 103 respectively. Similarly, the actual number of students in RPg programmes in the 2015/16 academic year is likely to exceed the approved student number target.

The approved student numbers for the UGC-funded sub-degree programmes for 2013/14 and 2014/15 were 5 019 and 4 321 respectively, while the actual number of students admitted were 4 969 and 4 444 respectively. The decrease in the approved student numbers is mainly due to the phasing-out/discontinuation of those sub-degree programmes which could not meet specific exemption criteria as recommended by the UGC in its Higher Education Review 2002 and accepted by the Government, as follows –

- (i) courses that require high start-up and maintenance costs or access to expensive laboratories/equipment;
- (ii) courses that meet specific manpower needs; and
- (iii) courses that can be regarded as endangered species (*i.e.* those that lack market appeal to the provider and the average student, such as pure arts or science).

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**CONTROLLING OFFICER'S REPLY****EDB265****(Question Serial No. 3093)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

About 23% of our young people in the relevant cohort accessed to publicly-funded undergraduate programmes in the 2013/14 academic year. Although the said percentage increased, the number of places for publicly-funded first-year first-degree (FYFD) programmes has been maintained at around 15,000 since the 2012/13 academic year. In this regard, will the Administration inform this Committee :

- (a) given that the annual intake of senior year undergraduate places in the UGC-funded institutions will be progressively increased, of the reasons of not strengthening the mainstream study pathway through increasing the places of FYFD; whether it has plans to increase the places of FYFD in the coming 5 years; if not, of the reasons?
- (b) given the Administration reiterated that the expected continuing decline in the number of secondary school leavers over the coming decade, from over 71 000 in the 2012/13 academic year to around 45 000 in the 2021/22 academic year, whether the said situation will drive the Administration to reduce the number of FYFD places; if yes, the reasons for that;
- (c) As the Bureau proposed all 15,000 UGC-funded places would be allocated for local students, whether it had assessed its relevant impacts, such as the cost-effectiveness, internationalisation of institutions, long-term development of higher education etc.; if yes, please provide the details; if no, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 52)

Reply:

- (a) & (b) In the 2012/13 to 2014/15 triennium, the Government has increased the number of University Grants Committee (UGC)-funded first-year first-degree (FYFD) places from 14 620 to 15 000 per annum. Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education in the coming decade. The number of secondary school graduates will drop from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level. Against the above, the Government plans to maintain the number of UGC-funded FYFD places at the same level (i.e. 15 000 per annum) for the 2016/17 to 2018/19 triennium.



Whilst maintaining the number of UGC-funded FYFD places, as announced in the 2014 Policy Address, the Government and UGC will increase the number of UGC-funded senior year intake places progressively by 1 000 places by the end of the 2016/17 to 2018/19 triennium. This will provide meritorious sub-degree graduates with more opportunities for articulation to the last two years of a publicly-funded undergraduate programme. This aims to foster a flexible, diversified and multiple-entry multiple-exit education framework with greater inter-flow between the self-financing and publicly-funded sectors, and between the sub-degree and degree sectors.

- (c) Starting from the 2016/17 academic year, to help ensure that institutions will fully utilise 100% of the approved student number places, including the 15 000 UGC-funded FYFD places, for the admission of local students, all new non-local students in sub-degree, undergraduate and taught postgraduate programmes should be admitted through over-enrolment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level.

It is expected that this policy change will create a minimal impact only on our efforts to attract non-local students, given that currently all non-local students already have to pay higher tuition fees anyway irrespective of whether they are occupying a UGC-funded place (i.e. within the approved student number) or a non-UGC-funded place (i.e. by over-enrolment). In addition, non-local students will continue to be required to pay tuition fee at a level that is at least sufficient to recover all additional direct costs only, but not full costs. This will strike a balance between the interests of local and non-local students, while ensuring that Government support to non-local students (by asking them to pay tuition fee at a level that is sufficient to recover the additional direct costs only) does not come at the expense of local students.

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**CONTROLLING OFFICER'S REPLY****EDB266****(Question Serial No. 2449)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Can the Government advise on the specific details, progress and the relevant expenditure in relation to the second round of audits of the eight UGC-funded institutions undertaken by the Quality Assurance Council (QAC)? When will the audits be completed? In 2015-16, what specific follow-up actions will the Government take with regard to the Higher Education Review Report? What is the expenditure involved?

Asked by: Hon TAM Yiu-chung (Member Question No. 22)

Reply:

Second round of quality audits of UGC-funded institutions

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level. Taking into account the experience of the first audit cycle completed in 2011 and in consultation with the institutions, the QAC has revised the audit framework and promulgated the Audit Manual of the second audit cycle based on which the second round of audits are conducted. Two institutions are scheduled to be audited in the 2014-15 financial year, four in the 2015-16 financial year and two in the 2016-17 financial year respectively.

In the 2015-16 financial year, the expenditure of audit activities is estimated to be around \$3.08 million, being mainly the expenses for consultancy services to assist in conducting the audits, audit meetings and honoraria for auditors.

Report on Higher Education Review

The UGC submitted the report "Aspirations for the Higher Education System in Hong Kong" report (the Report) to the Government in December 2010. Following the Government's announcement in November 2011 of its endorsement of the overall strategies and directions recommended in the report, the Government and the UGC has taken actions to follow up on the recommendations relevant to the UGC sector, including (i) measures to facilitate students' progression from the sub-degree sector to the degree sector; (ii) deepening of internationalisation and engagement with Mainland China; (iii) enhancement of teaching and learning, and research; and (iv) enhancement of quality assurance of sub-degree operations of UGC-funded institutions.

(a) Progression Pathways

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the

UGC-funded institutions supported the UGC's suggestion of a centralised, user-friendly online portal for the disclosure of comprehensive and relevant information on senior year articulation opportunities. As proposed by the UGC-funded institutions, the Education Bureau (EDB) has enriched the website of its Information Portal for Accredited Post-secondary Programmes (iPASS) system to include the information on the senior year/top-up degree programmes. The relevant expenditure was borne by the EDB. To further enhance the articulation opportunities for meritorious sub-degree graduates, the Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning 2016-19 triennium that immediately follows. The estimated additional annual expenditure upon full implementation of the proposal is \$475 million.

#### (b) Internationalisation and Engagement with Mainland China

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, following a strategic dialogue with institutions, the UGC has provided \$20 million (to be matched with funds from the eight institutions) to institutions to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. The four initiatives include (i) funding student-initiated projects or initiatives that encourage multi-cultural integration; (ii) setting up a Hong Kong Pavilion in international education conferences to promote Hong Kong's higher education sector as a united entity; (iii) establishing a sector-wide search engine to provide easier access to information of institutions and programmes they offer for prospective students; and (iv) subsidising financially-needy students to travel to places outside Hong Kong for exchange activities. We will keep in view the outcomes of the initiatives in the 2015/16 financial year. The work involved will be absorbed by the existing staff of the UGC Secretariat and no additional expenditure is required.

#### (c) Enhancement of Teaching and Learning

The UGC recognises the importance of teaching excellence in the UGC-funded institutions. In the 2015/16 academic year, over 75 per cent of the Block Grant is purported for teaching. In particular, the grants that the UGC allocates for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions include (i) \$45.4 million as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$135.3 million as Language Enhancement Grant to support the institutions' provision of language enhancement activities; (iii) \$5 million to support professional development activities of all frontline teaching staff; (iv) up to \$1.5 million for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; and (v) \$4 million to provide start-up funding to facilitate the establishment of teaching and learning "Communities of Practice" by institutions.

#### (d) Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again". In order to implement the first recommendation, an increasing number of UGC-funded research postgraduate places, and an increasing proportion of the research portion of the Block Grant is being allocated on a competitive basis starting from the 2012/13 academic year. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, another exercise which adopted international benchmarks and sharpened measures was conducted in 2014. The Research Assessment Exercise 2014 was implemented in a fair, transparent and rigorous manner. Subsequent to institutions' submission, a trial assessment was conducted in early 2014 for aligning the standards and achieving consistency in the assessment for each of the 13 panels. The formal assessment commenced in March 2014 and the panels met in August and September 2014 for the final assessment. The results were announced to the institutions and the public in January 2015. The estimated expenditure for following up the exercise is around \$4.6 million in the 2015-16 financial year.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. The Government made an injection into Research Endowment Fund (REF) in 2012, the

investment income of \$3 billion of which (or \$150 million per annum assuming a 5% annual return) provides competitive research funding for the local self-financing degree sector to enhance academic and research development. New funding schemes for the local self-financing degree sector were launched in December 2013. The actual expenditure in 2015-16 will depend on the quality of applications received in the year.

(e) Quality Assurance

The Government attaches great importance to the quality assurance of post-secondary education. As stated in its response to the Report, the Government considers that periodic external audits and reviews should be conducted on both self-financing and publicly-funded sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group comprises representatives nominated by the UGC, the UGC-funded institutions, and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been formed to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions. A representative of the EDB attends meetings as an observer to the working group. The working group will advise on the optimal approach for the external quality audits and the long-term mechanism for such external quality audits.

The working group commenced its work in May 2014. Subject to the finalisation of the approach and the long-term mechanism for the external quality audits, an audit manual will be prepared. The working group is supported by the UGC Secretariat with its existing resources. In the 2015-16 financial year, around \$1 million has been reserved in preparing the audit manual.

- End -

**CONTROLLING OFFICER'S REPLY****EDB267****(Question Serial No. 2450)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

In 2015/16 academic year, what are the specific measures of the University Grants Committee (UGC) in helping its funded institutions to ensure good financial governance and sound financial planning? What are the specific details with regard to the academic development planning work for the 2016/17 to 2018/19 triennium undertaken by the UGC?

Asked by: Hon TAM Yiu-chung (Member Question No. 23)

Reply:

Financial affairs of UGC-funded institutions

Subsequent to the completion of the review of the financial affairs of the University Grants Committee (UGC)-funded institutions conducted by the Financial Affairs Working Group of the UGC in October 2013, with the assistance of an external consultant, the UGC has been working with the UGC-funded institutions on the implementation of the report's recommendations to improve the cost allocation practices and the level of financial transparency in institutions. In the 2015/16 academic year, the UGC plans to continue with the work, in particular to complete the formulation of a set of cost allocation guidelines and update of the accounting and disclosure practices of the institutions with reference to the generally accepted accounting principles and overseas practices. The implementation of the recommendations could provide greater assurance to the public that the use and application of public funds are appropriate and that UGC funds are not used for non-UGC-funded activities.

Academic development planning work

The UGC conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, the UGC has initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government.

We have consulted the institutions on the exercise. They agree with the four proposed broad assessment criteria, namely "Strategy, Mission and Vision", "Teaching & Learning", "Academic Programme Design", and "Addressing the Needs of Society in General". They also generally agree to continue to adopt the competitive allocation mechanism of First-Year First-Degree places. The Academic Development Proposals (ADPs) submitted by the institutions is now under consideration and assessment. The UGC plans to submit its funding recommendations for the new triennium to the Government in the third quarter of 2015.

- End -

**CONTROLLING OFFICER'S REPLY****EDB268****(Question Serial No. 1500)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The Government will progressively increase the senior year undergraduate places by 1 000 starting from the 2015/16 academic year. In this connection, please advise the Committee of the following:

- (a) the number of candidates sitting the Hong Kong Diploma of Secondary Education Examination in the 2013/14 and 2014/15 academic years, the number of candidates meeting the basic entry requirements for the University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes, and the number of candidates having met the basic entry requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admission System;
- (b) the number of students pursuing locally-accredited full-time sub-degree programmes in the 2013/14 and 2014/15 academic years;
- (c) the number of graduates of locally-accredited full-time sub-degree programmes in the 2013/14 and 2014/15 academic years

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 60)Reply:

- (a) The number of candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the 2013/14 and 2014/15 academic years, the number of candidates meeting the basic entry requirements for the University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes, and the number of candidates having met the basic entry requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admission System are set out at below:

Academic year	No. of candidates sitting for the HKDSE Examination in the relevant year <sup>(1)</sup>	No. of candidates meeting the general entrance requirements of the UGC-funded FYFD programmes <sup>(1)</sup>	No. of candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS <sup>(2)</sup>
2013/14	81 355 (10 450)	28 451 (1 256)	16 283
2014/15 <sup>(3)</sup>	78 400 (12 048)	27 971 (1 532)	15 669

Notes:

- (1) Provided by the Hong Kong Examinations and Assessment Authority. Figures in ( ) refer to private candidates. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but later received a UGC-funded sub-degree place via JUPAS, etc.
- (3) Provisional figures.

It should be reckoned that the number of local secondary school graduates will drop significantly, from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

- (b) The number of students pursuing locally-accredited full-time sub-degree programmes in the 2013/14 and 2014/15 academic years are set out below:

<b>Academic Year</b>	<b>2013/14</b>	<b>2014/15#</b>
First-year Student Intakes (Headcount) of Full-time UGC-funded sub-degree programmes	2 150	2 031
Actual intakes of full-time locally-accredited non-UGC-funded sub-degree programmes	29 967	30 627

Note: # Provisional figures.

- (c) The number of graduates of locally-accredited full-time sub-degree programmes in the 2013/14 and 2014/15 academic years is not available at the moment. The number of graduates of locally-accredited full-time sub-degree programmes in the 2011/12 and 2012/13 are set out below:

<b>Academic Year</b>	<b>2011/12</b>	<b>2012/13</b>
Full-time UGC-funded sub-degree programmes	1 835	1 960
Full-time locally-accredited non-UGC-funded sub-degree programmes	23 037	25 825

- End -

**CONTROLLING OFFICER'S REPLY****EDB269****(Question Serial No. 3061)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide by institutions the following information regarding the research postgraduate programmes of the University Grants Committee (UGC)-funded institutions in the past 5 academic years (2010/11 to 2014/15):

- (1) the number of students in master's degree and doctoral degree courses under the research postgraduate programmes of each institution;
- (2) the number of local students, mainland students and other non-local students with breakdown by courses; and the percentages of these students to the total number of students;
- (3) the average unit costs of the master's degree and doctoral degree courses under the research postgraduate programmes of UGC-funded institutions with breakdown by courses; and
- (4) will the Government consider changing the mode of non-local research programmes from full assistance to cost recovery? If yes, what are the details? If no, what are the reasons?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 50)Reply:

- (1)&(2) The number of students in master's degree and doctoral degree courses under the University Grants Committee (UGC)-funded research postgraduate programmes of each institution; the number of local students, mainland students and other non-local students with breakdown by courses; and the percentages of these students to the total number of students for the academic years of 2010/11 to 2014/15 are set out at Annex.
- (3)&(4) *Research is crucial to higher education development and enhancing the competitiveness of an economy. All along, the Government and UGC are committed to supporting the research work of institutions. Apart from research grants, the Government and UGC also provide publicly-funded research postgraduates (RPg) places to institutions, which serve to enhance academic standards, extend the frontiers of knowledge and develop theories through research activities.*

Based on the information as reported by institutions, the average student unit costs of these programmes for the 2010/11 to 2013/14 academic years are \$511,000, \$516,000, \$469,000 and \$475,000 respectively, the bulk of which is subsidised by Government subvention, with the remainder funded by income from tuition fee (i.e. \$42,100 per student per annum). The average student unit cost for 2014/15 is not yet available.

The cost of subsidy to publicly-funded RPg places should be weighed against the immense benefits that RPg students bring to the higher education sector and the community as a whole. Firstly, with good RPg students, it would help attract leading professors, who are keenly sought after by



universities around the world, to conduct research and teach in Hong Kong thus boosting the quality of research and education in our local higher education institutions. Besides, RPg students also play an important role in the sector by participating not only directly in a large number of research activities, but also in the teaching activities of institutions (such as acting as teaching assistants, laboratory administrators, etc.) as well as serve as a bridge between the undergraduates and the teaching staff, thereby contributing to the teaching and learning as well as knowledge transfer in institutions.

**Student Enrolment (Headcount) of UGC-funded Research Postgraduate Programmes by Institution and Place of Origin, 2010/11 to 2014/15**

(Headcount)

Academic year	Institution	Level of study	Place of Origin							
			Local		Non-local from the Mainland of China		Other non-local		Total	
2010/11	CityU	PhD	114	(17.7%)	496	(77.1%)	33	(5.1%)	643	(100.0%)
		MPhil	15	(88.2%)	2	(11.8%)	-	-	17	(100.0%)
	Sub-total		129	(19.5%)	498	(75.5%)	33	(5.0%)	660	(100.0%)
	HKBU	PhD	26	(18.8%)	101	(73.2%)	11	(8.0%)	138	(100.0%)
		MPhil	43	(43.0%)	52	(52.0%)	5	(5.0%)	100	(100.0%)
	Sub-total		69	(29.0%)	153	(64.3%)	16	(6.7%)	238	(100.0%)
	LU	PhD	10	(58.8%)	5	(29.4%)	2	(11.8%)	17	(100.0%)
		MPhil	22	(52.4%)	19	(45.3%)	1	(2.4%)	42	(100.0%)
	Sub-total		32	(54.2%)	24	(40.7%)	3	(5.1%)	59	(100.0%)
	CUHK	PhD	267	(23.3%)	846	(73.7%)	35	(3.0%)	1 148	(100.0%)
		MPhil	336	(60.9%)	207	(37.5%)	9	(1.6%)	552	(100.0%)
	Sub-total		603	(35.5%)	1 053	(61.9%)	44	(2.6%)	1 700	(100.0%)
	HKIEd	PhD	3	(33.3%)	6	(66.7%)	-	-	9	(100.0%)
		MPhil	1	(100.0%)	-	-	-	-	1	(100.0%)
	Sub-total		4	(40.0%)	6	(60.0%)	-	-	10	(100.0%)
	PolyU	PhD	108	(23.0%)	321	(68.3%)	41	(8.7%)	470	(100.0%)
		MPhil	83	(56.8%)	62	(42.5%)	1	(0.7%)	146	(100.0%)
	Sub-total		191	(31.0%)	383	(62.2%)	42	(6.8%)	616	(100.0%)
	HKUST	PhD	126	(15.9%)	629	(79.1%)	40	(5.0%)	795	(100.0%)
		MPhil	98	(34.0%)	167	(58.0%)	23	(8.0%)	288	(100.0%)
	Sub-total		224	(20.7%)	796	(73.5%)	63	(5.8%)	1 083	(100.0%)
	HKU	PhD	490	(32.7%)	873	(58.3%)	135	(9.0%)	1 498	(100.0%)
		MPhil	314	(52.5%)	254	(42.5%)	30	(4.9%)	598	(100.0%)
	Sub-total		804	(38.4%)	1 128	(53.8%)	164	(7.8%)	2 096	(100.0%)
	Total		2 056	(31.8%)	4 041	(62.5%)	365	(5.7%)	6 462	(100.0%)
2011/12	CityU	PhD	102	(15.3%)	522	(78.1%)	44	(6.6%)	668	(100.0%)
		MPhil	8	(80.0%)	2	(20.0%)	-	-	10	(100.0%)
	Sub-total		110	(16.2%)	524	(77.3%)	44	(6.5%)	678	(100.0%)
	HKBU	PhD	22	(14.1%)	121	(77.6%)	13	(8.3%)	156	(100.0%)
		MPhil	34	(51.5%)	27	(40.9%)	5	(7.6%)	66	(100.0%)
	Sub-total		56	(25.2%)	148	(66.7%)	18	(8.1%)	222	(100.0%)
	LU	PhD	8	(40.0%)	5	(25.0%)	7	(35.0%)	20	(100.0%)
		MPhil	18	(42.8%)	21	(50.0%)	3	(7.1%)	42	(100.0%)
	Sub-total		26	(41.9%)	26	(41.9%)	10	(16.1%)	62	(100.0%)
	CUHK	PhD	273	(21.7%)	937	(74.6%)	46	(3.7%)	1 256	(100.0%)
		MPhil	295	(61.7%)	172	(36.0%)	11	(2.3%)	478	(100.0%)
	Sub-total		568	(32.8%)	1 109	(64.0%)	57	(3.3%)	1 734	(100.0%)
	HKIEd	PhD	6	(23.1%)	17	(65.4%)	3	(11.5%)	26	(100.0%)
		MPhil	2	(66.7%)	1	(33.3%)	-	-	3	(100.0%)
	Sub-total		8	(27.6%)	18	(62.1%)	3	(10.3%)	29	(100.0%)
	PolyU	PhD	109	(22.4%)	326	(66.9%)	52	(10.7%)	487	(100.0%)
		MPhil	57	(46.3%)	64	(52.0%)	2	(1.6%)	123	(100.0%)
	Sub-total		166	(27.2%)	390	(63.9%)	54	(8.9%)	610	(100.0%)
	HKUST	PhD	100	(11.1%)	732	(81.1%)	71	(7.9%)	903	(100.0%)
		MPhil	67	(25.5%)	170	(64.6%)	26	(9.9%)	263	(100.0%)
	Sub-total		167	(14.3%)	902	(77.4%)	97	(8.3%)	1 166	(100.0%)

Academic year	Institution	Level of study	Place of Origin					
			Local		Non-local from the Mainland of China		Other non-local	Total
	HKU	PhD	469	(29.5%)	963	(60.6%)	157 (9.9%)	1 589 (100.0%)
		MPhil	236	(48.9%)	218	(45.3%)	28 (5.8%)	482 (100.0%)
	Sub-total		704	(34.0%)	1 181	(57.1%)	185 (8.9%)	2 071 (100.0%)
	<b>Total</b>		<b>1 805</b>	<b>(27.5%)</b>	<b>4 298</b>	<b>(65.4%)</b>	<b>468 (7.1%)</b>	<b>6 572 (100.0%)</b>
2012/13	CityU	PhD	93	(13.7%)	520	(76.8%)	64 (9.5%)	677 (100.0%)
		MPhil	4	(66.7%)	1	(16.7%)	1 (16.7%)	6 (100.0%)
	Sub-total		97	(14.2%)	521	(76.3%)	65 (9.5%)	683 (100.0%)
	HKBU	PhD	29	(15.0%)	134	(69.4%)	30 (15.5%)	193 (100.0%)
		MPhil	28	(63.6%)	16	(36.4%)	-	44 (100.0%)
	Sub-total		57	(24.1%)	150	(63.3%)	30 (12.7%)	237 (100.0%)
	LU	PhD	3	(15.0%)	5	(25.0%)	12 (60.0%)	20 (100.0%)
		MPhil	18	(40.0%)	24	(53.3%)	3 (6.7%)	45 (100.0%)
	Sub-total		21	(32.3%)	29	(44.6%)	15 (23.1%)	65 (100.0%)
	CUHK	PhD	260	(19.2%)	1 040	(76.7%)	56 (4.1%)	1 356 (100.0%)
		MPhil	253	(58.3%)	168	(38.7%)	13 (3.0%)	434 (100.0%)
	Sub-total		513	(28.7%)	1 208	(67.5%)	69 (3.9%)	1 790 (100.0%)
	HKIEd	PhD	7	(21.9%)	20	(62.5%)	5 (15.6%)	32 (100.0%)
		MPhil	2	(50.0%)	2	(50.0%)	-	4 (100.0%)
	Sub-total		9	(25.0%)	22	(61.1%)	5 (13.9%)	36 (100.0%)
	PolyU	PhD	106	(20.5%)	345	(66.7%)	66 (12.8%)	517 (100.0%)
		MPhil	48	(42.9%)	62	(55.4%)	2 (1.8%)	112 (100.0%)
	Sub-total		154	(24.5%)	407	(64.7%)	68 (10.8%)	629 (100.0%)
	HKUST	PhD	85	(9.2%)	753	(81.1%)	90 (9.7%)	928 (100.0%)
		MPhil	66	(22.2%)	207	(69.7%)	24 (8.1%)	297 (100.0%)
	Sub-total		151	(12.3%)	960	(78.4%)	114 (9.3%)	1 225 (100.0%)
	HKU	PhD	435	(25.8%)	1 065	(63.2%)	186 (11.0%)	1 685 (100.0%)
		MPhil	216	(46.0%)	224	(47.9%)	29 (6.1%)	469 (100.0%)
	Sub-total		650	(30.2%)	1 289	(59.9%)	214 (9.9%)	2 154 (100.0%)
	<b>Total</b>		<b>1 652</b>	<b>(24.2%)</b>	<b>4 586</b>	<b>(67.3%)</b>	<b>580 (8.5%)</b>	<b>6 819 (100.0%)</b>
2013/14	CityU	PhD	78	(11.8%)	479	(72.2%)	106 (16.0%)	663 (100.0%)
		MPhil	1	(33.3%)	1	(33.3%)	1 (33.3%)	3 (100.0%)
	Sub-total		79	(11.9%)	480	(72.1%)	107 (16.1%)	666 (100.0%)
	HKBU	PhD	45	(20.4%)	145	(65.6%)	31 (14.0%)	221 (100.0%)
		MPhil	15	(50.0%)	15	(50.0%)	-	30 (100.0%)
	Sub-total		60	(23.9%)	160	(63.7%)	31 (12.4%)	251 (100.0%)
	LU	PhD	4	(15.4%)	7	(26.9%)	15 (57.7%)	26 (100.0%)
		MPhil	21	(42.9%)	26	(53.1%)	2 (4.1%)	49 (100.0%)
	Sub-total		25	(33.3%)	33	(44.0%)	17 (22.7%)	75 (100.0%)
	CUHK	PhD	231	(16.8%)	1 081	(78.7%)	61 (4.4%)	1 373 (100.0%)
		MPhil	237	(56.7%)	168	(40.2%)	13 (3.1%)	418 (100.0%)
	Sub-total		468	(26.1%)	1 249	(69.7%)	74 (4.1%)	1 791 (100.0%)
	HKIEd	PhD	8	(25.8%)	18	(58.1%)	5 (16.1%)	31 (100.0%)
		MPhil	3	(60.0%)	2	(40.0%)	-	5 (100.0%)
	Sub-total		11	(30.6%)	20	(55.6%)	5 (13.9%)	36 (100.0%)
	PolyU	PhD	107	(18.6%)	391	(68.1%)	76 (13.2%)	574 (100.0%)
		MPhil	45	(43.3%)	57	(54.8%)	2 (1.9%)	104 (100.0%)
	Sub-total		152	(22.4%)	448	(66.1%)	78 (11.5%)	678 (100.0%)
	HKUST	PhD	70	(6.9%)	823	(81.2%)	121 (11.9%)	1 014 (100.0%)
		MPhil	89	(26.3%)	221	(65.4%)	28 (8.3%)	338 (100.0%)
	Sub-total		159	(11.8%)	1 044	(77.2%)	149 (11.0%)	1 352 (100.0%)
	HKU	PhD	397	(23.2%)	1 110	(64.9%)	203 (11.9%)	1 710 (100.0%)
		MPhil	206	(45.3%)	223	(49.0%)	26 (5.7%)	455 (100.0%)

Academic year	Institution	Level of study	Place of Origin			
			Local	Non-local from the Mainland of China	Other non-local	Total
2014/15 <sup>#</sup>	Sub-total		603 (27.8%)	1 333 (61.6%)	229 (10.6%)	2 165 (100.0%)
	Total		1 557 (22.2%)	4 767 (68.0%)	690 (9.8%)	7 014 (100.0%)
	CityU	PhD	69 (9.3%)	536 (72.5%)	134 (18.1%)	739 (100.0%)
		MPhil	1 (50.0%)	1 (50.0%)	-	2 (100.0%)
	Sub-total		70 (9.5%)	537 (72.5%)	134 (18.1%)	741 (100.0%)
	HKBU	PhD	61 (25.5%)	145 (60.7%)	33 (13.8%)	239 (100.0%)
		MPhil	12 (41.4%)	17 (58.6%)	-	29 (100.0%)
	Sub-total		73 (27.2%)	162 (60.4%)	33 (12.3%)	268 (100.0%)
	LU	PhD	7 (21.2%)	9 (27.3%)	17 (51.5%)	33 (100.0%)
		MPhil	20 (40.8%)	26 (53.1%)	3 (6.1%)	49 (100.0%)
	Sub-total		27 (32.9%)	35 (42.7%)	20 (24.4%)	82 (100.0%)
	CUHK	PhD	211 (14.5%)	1 185 (81.4%)	60 (4.1%)	1 456 (100.0%)
		MPhil	224 (60.7%)	138 (37.4%)	7 (1.9%)	369 (100.0%)
	Sub-total		435 (23.8%)	1 323 (72.5%)	67 (3.7%)	1 825 (100.0%)
	HKIEd	PhD	6 (26.1%)	12 (52.2%)	5 (21.7%)	23 (100.0%)
		MPhil	4 (66.7%)	1 (16.7%)	1 (16.7%)	6 (100.0%)
	Sub-total		10 (34.5%)	13 (44.8%)	6 (20.7%)	29 (100.0%)
	PolyU	PhD	91 (15.2%)	409 (68.3%)	99 (16.5%)	599 (100.0%)
		MPhil	44 (46.3%)	47 (49.5%)	4 (4.2%)	95 (100.0%)
	Sub-total		135 (19.5%)	456 (65.7%)	103 (14.8%)	694 (100.0%)
	HKUST	PhD	68 (6.8%)	802 (80.0%)	132 (13.1%)	1 002 (100.0%)
		MPhil	91 (25.8%)	226 (64.3%)	35 (10.0%)	352 (100.0%)
	Sub-total		159 (11.7%)	1 028 (75.9%)	167 (12.3%)	1 354 (100.0%)
	HKU	PhD	344 (19.9%)	1 180 (68.1%)	209 (12.1%)	1 734 (100.0%)
		MPhil	184 (47.0%)	175 (44.6%)	33 (8.4%)	392 (100.0%)
	Sub-total		528 (24.9%)	1 355 (63.8%)	242 (11.4%)	2 125 (100.0%)
	Total		1 437 (20.2%)	4 909 (69.0%)	772 (10.8%)	7 118 (100.0%)

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures may not add up to the corresponding totals owing to rounding.
4. '-' denotes 'nil'.
5. # Provisional figures.
6. Abbreviations:  
 PhD            Doctor of Philosophy  
 MPhil        Master of Philosophy  
 HKBU        Hong Kong Baptist University  
 LU            Lingnan University  
 CUHK        The Chinese University of Hong Kong  
 PolyU        The Hong Kong Polytechnic University  
 HKUST       The Hong Kong University of Science and Technology  
 HKU          The University of Hong Kong

- End -

**CONTROLLING OFFICER'S REPLY****EDB270****(Question Serial No. 3062)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide the following information on research projects funded by the University Grants Committee in 2012/13 to 2014/15 academic years:

- (1) titles;
- (2) amounts of funding for each research project;
- (3) titles of research projects in collaboration with Mainland post-secondary institutions;
- (4) number, titles and amount of funding of research projects with Hong Kong as the subject of research; and
- (5) whether there are concrete plans to promote and encourage more academic researches on local topics by scholars in universities of Hong Kong; If yes, what are the details and the funding for such plans? If not, what are the reasons for that?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 51)

Reply:

- (1) & (2) There were 1 041, 1 170 and 1 295\* approved research projects under various funding schemes administered by the Research Grants Council (RGC) in the 2012/13, 2013/14 and 2014/15 academic years respectively. Details of these projects including the titles, participating institutions and amount awarded are searchable at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>). In view of the large number of projects involved, members are invited to visit the website for the details of the projects.

\* Position up to 28 February 2015

- (3) The RGC runs two Joint Research Schemes with the Mainland organisations, namely the National Natural Science Foundation of China and the Science and Technology Development Centre, Ministry of Education (the latter ceased in the 2014/15 academic year). These two schemes provide funding support for collaboration projects between local and Mainland academics. Projects funded in the 2012/13, 2013/14 and 2014/15 academic years under the two schemes are listed at **Annex A**.

Besides, it is also noteworthy that, except for the Joint Research Schemes collaborated with designated regions, all other funding schemes administered by the RGC do not impose restriction on the place of origin of the Co-Investigators. Hence, there may be some projects with Co-Investigators from the Mainland in these other funding schemes.

- (4) The RGC gives equal support to different types of research. All applications for research

funding are professionally assessed by the local and non-local experts of the RGC based on the academic quality of research proposals. Apart from the Theme-based Research Scheme (TRS), the RGC currently does not administer any other research funding schemes which require the applicants to focus their research on matters related to Hong Kong. Given the vast number of projects funded each year, the RGC does not maintain a comprehensive list of projects with Hong Kong as the subject of research.

As regards the TRS, it was established in 2010 and is supported by investment income from \$4 billion of the Research Endowment Fund to focus academic research efforts of the UGC-funded institutions on large-scale projects under themes of strategic importance to the long-term development of Hong Kong. The list of large-scale projects funded under the TRS from the 2012/13 to 2014/15 academic years is at **Annex B**.

- (5) Starting from the 2014/15 academic year, the RGC has allocated additional resources, on top of the project costs, under the General Research Fund and Early Career Scheme to support academic research with elements of public policy development in Hong Kong. In the 2014/15 academic year, an amount of \$19.7 million and \$3.3 million were approved under the General Research Fund and Early Career Scheme respectively for such purpose.

Under the TRS, after consultation with the stakeholders, the Government has decided to introduce a new theme "Advancing Emerging Research and Innovations Important to Hong Kong" starting from the 2016/17 exercise. The new theme is expected to encompass a significant broad base of disciplines to cover emerging topics of importance to Hong Kong.

**Projects funded under the Joint Research Schemes with  
the National Natural Science Foundation of China (NSFC) and  
Science & Technology Development Centre (STDC) under the Ministry of Education  
(2012/13 to 2014/15)**

**2012/13**

**NSFC and RGC**

1. Interfacial Engineering of Graphene Heterostructures and Its Device Applications
2. The Key Technologies Study for Deformable Bionic Search Robot with Electric Fabric Skin
3. Searching and Browsing Cyber-Physical Objects
4. Cross-layer Analysis and Optimization for the Lifetime Reliability of MPSoCs
5. Mechanistic Analysis of Palmitate Transferase DHHC11 that Regulates Multiple Developmental and Cellular Processes
6. Molecular Mechanism of Notochord Formation Regulated by XBP1
7. Role of TAM receptor tyrosine kinases on blood-testis barrier function and testicular innate immunity
8. Novel Functions of Spexin as a Regulator for Reproduction and Feeding in Fish Model.
9. Interaction study of PinX1 and nucleophosmin and the effect of inhibiting this interaction on tumor growth
10. Skeletal role of CK2-interacting Protein-1 in Regulating Osteoblastic Bone Formation: Molecular Mechanism and Reversing Osteoporosis
11. Analysis of the role of ATOH8 in HCC cancer stem cell and somatic cell reprogramming
12. Molecular dissection of NSs virulence factor in severe fever-with-thrombocytopenia syndrome virus (SFTSV), a novel bunyavirus identified in China
13. The Role of the BMP Co-receptor Dragon in Kidney Tubular Development and Regeneration
14. Targeted gene correction and disease modeling using Wilson's disease induced pluripotent stem cells
15. Pharmaceuticals in Municipal Sewage Treatment Works of China: Behaviour and Risk Assessment
16. Electromigration and Thermomigration Studies in Nanostructured Composite Electronic Interconnects for Nanoelectronics Applications
17. Mathematical Modeling and High Performance Computing of Complex Fluids
18. Development of Novel Organoboron Chromophores for Two-Photon Cell Imaging
19. High performance resistive phase change memory technology for terascale storage
20. Study of structure, interface and property modification of metal-cluster-decorated graphitic nanostructures
21. Design of high performance organic solar cell structures with newly proposed polymer materials to beyond 10% efficiency

22. Mathematical Theories of Some Kinetic and Fluid Models
23. Dynamical Network mechanisms of information processing in neural systems

#### **STDC and RGC**

24. Surface Plasmon Enhancement of Quantum Dot Based Intermediate Band Solar Cells
25. Fiber-shaped Photovoltaic Cells
26. A Gold Nanoplate-Based Plasmonic Platform for Sensing and Photoswitching Applications
27. Enhancement of polarizabilities of small particles through particle-substrate resonances
28. Crowdsourcing via Social Media Platforms
29. Hierarchical Radio Resource Management for 5G Heterogeneous Networks
30. Development of New Environmentally Friendly Green Catalytic Processes for Chiral Drug Discovery
31. Chemical Speciation and Source Identification of Water-soluble Organic Aerosols in Urban Environments for a Mechanistic Understanding of Haze Pollution
32. Phosphorescent Metal Complexes for Solar Energy Conversion Reactions
33. Achieving high-efficiency polymer solar cells through newly solution-processed polymers, carrier transport layer materials and novel device structures
34. Strained topological insulator thin films

#### **2013/14**

#### **NSFC and RGC**

1. Investigation of Antenna Design and Electromagnetic Compatibility in Radio-Frequency System-in-Package
2. Delay-Aware Radio Resource Management:- Theory and Algorithm Design for Cloud Radio Access Networks
3. Investigation of the bulk and interface traps in III-nitride semiconductor heterostructure power electronic devices
4. Effective Location-based Spatial Crowdsourcing
5. Key technology in time-reversal based optical scanning holography and its application on fluorescent biological specimens
6. Research problems on carving and tamper detection of fragmented multimedia evidence for forensic investigation
7. Structural Studies of Flagellar Motor Switch from *H. pylori*: A Combination of X-ray Crystallography and Cryo-electron Microscopy Approaches
8. Probing the dioxin-induced neuromuscular defects: A signaling mechanism leading to the alteration of acetylcholinesterase at the neuromuscular junctions
9. Identifying critical transitions and gene regulatory networks controlling phases of chondrocyte



differentiation in the growth plate

10. Study Role of PCNA-binding protein TRAP1 in Replicative Stress Responses and Tumor Suppression
11. Role of TRPC5 Channels in Multidrug Resistance in Adriamycin-resistant Breast Cancer Cells
12. Development of Triterpenoid Natural Product Derivatives as New Antiviral Drugs Directly Blocking the Receptor Binding Site of Influenza Virus
13. High-performance Sunlight-driven Water Purification Pilot Plant Based on Plasmonic Photocatalysis and Microfluidic Planar Reactors
14. Response of air-sea CO<sub>2</sub> fluxes in the northern South China Sea to the carbon and nutrient export associated with the Pearl River plume (PRP)
15. Three Dimensional Graphene/Metal Oxide (Sulfide) Composite Nanoarchitectures for Anode Applications in Li-ion Batteries
16. Design and Biological Response of Biodegradable Mg-Sr-Zn Alloy for Ligament/tendon-bone Reconstruction
17. Processing and Characterization of 3D Graphene Based Thermal Interface Materials
18. Palladium-catalyzed Asymmetric Allylic Alkylations and Its Application in Total Synthesis of Cryptotriene and Bolivianine
19. Novel One-dimensional Quantum States of Spin-orbit Coupled Ultra Cold Atoms beyond Standard Paradigms
20. The Application of Organic Electrochemical Transistors as a State-of-the-art Platform for Label-free, Ultrasensitive, High Throughput and Portable Nucleic Acid Detection
21. Development of polymer/polymer-blend-based bulk-heterojunction organic photovoltaics
22. Investigation of new multi-functional materials based on hierarchical porous mixed oxides and carbon aerogels for air purification and disinfection
23. Dynamic Regulation of the p53 Pathway and Its Control Over Cell Fate at the Single-cell Level

#### **STDC and RGC**

24. Inference of Large Epidemic-like Information Spreading: Theories and Network Forensics
25. Impact of Hypoxia-inducible Factor 1 Alpha on EpCAM+ Hepatic Cancer Stem Cells in Hepatocellular Carcinoma
26. Elucidating the Therapeutic Mechanisms of Deep Brain Stimulation in Parkinson's Disease by Selective in vivo Optogenetic Manipulation Strategy
27. Ethylene-induced Subcellular Re-distribution of EIN2 and Its Functional Implications
28. High Performance Aqueous Rechargeable Battery Based on Anodic Compound Electrodes
29. Theoretical Chemical Kinetics for Pyrolysis and Oxidation of Large Biodiesel Molecules
30. Elucidating molecular mechanisms of the Maltose transporter (MalFGK2) using Markov State Models
31. A Fundamental Investigation of PCC Energy Pile and Load Transfer Mechanism: Geotechnical Aspects

32. Quality control and mechanism study of Guizhi-Fuling-Capsule, An ancient herbal formulation for primary dysmenorrhea, by a systemic biology approach
33. Control of the fabrication process and properties of multifunctional magnetoelectric oxide films
34. Revenue Maximization for Wireless Operators in Hybrid Macrocell-Femtocell Networks
35. In search for critical Inflammatory modulator regulated by MT1-MMP
36. Magmatic conduit system of the Jinchuan Cu-Ni-(PGE) sulfide deposit (NW China) with implication for exploration

## **2014/15**

### **NSFC and RGC**

1. Key Functional Photonic Elements for On-chip Mode-multiplexed Optical Interconnects
2. Key technologies for the next-generation real-time high-resolution minimally-invasive implantable Electrocorticography (ECoG) system
3. III-V-on-Silicon Coupled-Resonator-Optical-Waveguide Lasers for Direct-Modulated Multi-Wavelength Emission and Active Mode-Locking
4. Understanding the evolution and interspecies transmission of betacoronaviruses by structural and biophysical approaches
5. Schizophrenia-related de novo and compound heterozygous mutations
6. Nur77: new insights in signaling and mechanism of activation of epithelial-mesenchymal transition and tumor metastasis
7. Fatty acid binding protein-4 as a mediator of autoimmune diabetes: from molecular mechanism to clinical significance
8. Orexin-induced modulation of activity-dependent synaptic plasticity is critical for the maturation of vestibular circuitry and functions
9. Design and Optimizing Laser-Based 3D Printing of Metallic Glass: A Systematic Study of the Joining and Crystallization Mechanisms of Amorphous Structures under Laser Irradiation
10. Metal/Oxide Nanostructures as Plasmonic Catalysts for the Synthesis of Organic Molecules
11. Photovoltaic, Spin Field Effect Transistor and Sensing Devices Based on Polar Oxide Heterostructural Two-dimensional Electron Gas
12. Development of Multifunctional Nanocomposite Particles for Imaging and Gene Therapy in Cancer Treatment
13. Development of Multi-modality AIE Nanoprobes for Targeted Detection of Drug Resistant Gene AXL in Lung Cancer and their Preclinical Application
14. Nanostructured n-type Photoanodes and p-type Photocathodes for High Performance Water Splitting Photoelectrochemical Whole Cells
15. Thermo-mechanical coupling and spatiotemporal effects in phase transitions of shape memory materials

16. Rationalizing scaffold design with optimal cell niche for mesenchymal stem cell (MSC)-based therapy in disc degeneration
17. Organic memory array fabricated under ambient air environment: from polycrystalline thin film to single crystal devices
18. Approximation Analysis of Information Theoretic Learning and Ranking Type Learning Problems
19. Programmable and Integrated Fabrication of Nano-material Devices by Optically - Induced Force Field
20. Synthesis and Enantioselective Transformation of Carborane-fused Cyclobutenes and Alkenylcarboranes
21. On Mathematical Theory of the Compressible Fluid-dynamical Equations
22. Sparse Optimization: Algorithms and Theories

### Projects funded under the Theme-based Research Scheme

#### **2012/13 (Total number of projects: 5)**

<b><u>Title</u></b>	<b><u>Amount awarded</u> (\$million)</b>
1. Functional analyses of how genomic variation affects personal risk for degenerative skeletal disorders	\$74.6
2. Stem Cell Strategy for Nervous System Disorders	\$60.8
3. Sustainable Lighting Technology: From Devices to Systems	\$21.7
4. Cost-effective and Eco-friendly LED System-on-a-chip (SoC)	\$30.6
5. Enhancing Hong Kong's Future as a Leading International Financial Centre	\$15.4

#### **2013/14 (Total number of projects: 3)**

<b><u>Title</u></b>	<b><u>Amount awarded</u> (\$million)</b>
1. Systematic Development of Molecular Targets for Nasopharyngeal Carcinoma	\$55.6
2. An Integrated Trans-omics Approach to Diabetic Cardio-renal Complications: From Novel Discoveries to Personalized Medicine	\$60.3
3. Smart Solar Energy Harvesting, Storage, and Utilization	\$60.3

#### **2014/15 (Total number of projects: 4)**

<b><u>Title</u></b>	<b><u>Amount awarded</u> (\$million)</b>
1. Viral, Host and Environmental Determinants of Influenza Virus Transmission and Pathogenesis	\$75.1
2. Genetics and Functional Genomics of Neural Crest Stem Cells and Associated Disease: Hirschsprung Disease	\$62.4
3. Sustainable Power Delivery Structures for High Renewables	\$47.1
4. Delivering 21st Century Healthcare in Hong Kong - Building a Quality-and-Efficiency Driven System	\$20.5

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB271**

**(Question Serial No. 1050)**

Head: (160) Radio Television Hong Kong  
Subhead (No. & title): (-) Not Specified  
Programme: (3) School Education Television Programme  
Controlling Officer: Director of Broadcasting (Roy TANG)  
Director of Bureau: Secretary for Education

Question:

The number of school children benefited from RTHK's School ETV programmes next year is estimated at 393 000, same as this year's revised estimate. Will the Government inform this Committee of whether a target ratio of estimated number of school children benefited to actual number of school children has been set? If so, what are the details? If no, how can the effectiveness of ETV programmes be assessed and will a review be conducted? Please provide this Committee with the relevant information.

Asked by: Hon CHEUNG Wah-fung, Christopher (Member Question No. 28)

Reply:

The provision of Educational Television (ETV) programmes aims at benefitting all students from kindergarten, primary as well as secondary levels. The number of school children to be benefited from ETV services in 2015-16 was projected from the results collected from the Annual Utilization Survey covering all local schools. There is no pre-set target ratio.

At the same time, an annual survey "Survey for Compilation of Performance Indicators for Measuring the Effectiveness of ETV Services" has been commissioned to a tertiary institution since 2002 for measuring the effectiveness of ETV services to feed back on the production of programmes. The effectiveness of the programmes is assessed by using the weighted average of the satisfaction scores in the areas of pedagogical design, appropriateness of content and presentation, achievement of teaching objectives and promotion of students' interest and motivation to learn, etc. According to the last survey, the usefulness indicator for kindergartens, primary and secondary schools are 76, 78 and 71 out of 100, respectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB272**

**(Question Serial No. 2850)**

Head: (160) Radio Television Hong Kong

Subhead (No. & title):

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (Roy TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the school education television (ETV) programmes migrating towards High Definition (HD) production, can the Government inform this Committee:

- (a) What is the current ratio of HD production for school ETV programmes?
- (b) When will the ratio of HD production for school ETV programmes be increased to 100%? What is the expenditure involved?

Asked by: Hon SIN Chung-kai (Member Question No. 7)

Reply:

High Definition (HD) production of school educational television (ETV) programmes began in May 2013. Since November 2014, all new ETV programmes are produced in HD. Some programmes produced before November 2014 in Standard Definition (SD) are still being broadcast.

The HD equipment are used for the production of ETV as well as other RTHK programmes. Generally speaking, HD productions are 5% more expensive than SD productions.

- End -

**CONTROLLING OFFICER'S REPLY****EDB273****(Question Serial No. 1438 )**

Head: (47) Government Secretariat: Office of the Government Chief Information Officer

Subhead (No. & title): Not specified

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer (Victor LAM)

Director of Bureau: Secretary for Education

Question:

The Government indicated that the provision required for the Internet Learning Support Programme will be increased by \$0.9 million in 2015-16. Please advise on the details in this regard.

Asked by: Hon MOK Charles Peter (Member Question No. 17)

Reply:

The provision required for the Internet Learning Support Programme in 2015-16 has increased by \$6.9 million over the revised estimate for 2014-15. As the additional provision has been offset by reductions from other items under Programme (3), the total provision for Programme (3) in 2015-16 increases by \$0.9 million only.

The estimated expenditure for the Internet Learning Support Programme is derived from the business plans and cash flow requirements of the Implementers. Because of variations in service demand and operations, the actual spending of the Implementers in 2013-14 was about \$5 million less than budget. Therefore, the revised estimate for 2014-15 was reduced from \$27 million to \$22.1 million accordingly. The estimated expenditure for 2015-16 will be similar to that of 2014-15 and we do not expect any significant variation between the planned and actual expenditures in 2014-15, after factoring in inflation adjustment, the provision for 2015-16 resumes to \$29 million, which is \$6.9 million higher than that for 2014-15.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB274**

**(Question Serial No. 1419)**

Head: (708) Capital Works Reserve Fund: Capital Subventions and Major Systems and Equipment

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

What is the progress of Subhead 8039EC "A private independent school (secondary-cum-primary) in Area 90B, Ma On Shan"? What will be the uses of the expenditure in 2015-16? Will the whole project be completed in accordance with the expected completion date as stated in the approved estimate?

Asked by: Hon FAN Kwok-wai, Gary (Member Question No. 57)

Reply:

According to Rule 49 of the Finance Committee Procedures, special meetings of the Finance Committee are convened to examine the annual Estimates of Expenditure prepared by the Government in support of the Appropriation Bill.

Expenditure charged to the Capital Works Reserve Fund do not form part of the Appropriation Bill. As such, questions relating to expenditure under the Fund are not relevant to the examination of the Estimates of Expenditure or the Appropriation Bill.

The works of Subhead 8039EC "A private independent school (secondary cum primary) in Area 90B, Ma On Shan" was completed in August 2006. The estimate of expenditure in 2015-16 will be used for settlement of the final account.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB275**

**(Question Serial No. 3867)**

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

Question:

The Policy Address states that the Education Bureau will progressively increase the graduate teacher ratio in public sector primary schools from the current 50% to 65% in the 2017/18 school year. This will be implemented in phases in the three years from the 2015/16 school year to attract more talent to join the teaching force of primary education. In this connection, please advise on the number of newly-appointed graduate teachers in public sector primary schools in each of the past 3 years; how the initiative will attract graduate teachers to join the teaching force of primary education; and the estimated staffing and expenditure involved.

Asked by: Hon CHAN Chi-chuen (Member Question No. 213)

Reply:

The number of newly-appointed graduate teachers in public sector primary schools, including those newly joining or re-joining the teaching force, those transferred from other schools and non-graduate teachers regraded in their serving schools in the 2012/13, 2013/14 and 2014/15 school years is about 580, 670 and 660 respectively. According to EDB's projection, the enhancement of the ratio of graduate teacher posts from 50% to 65% by phases in three years in public sector primary schools will provide 3 300 additional graduate teacher posts, to be offset by the corresponding number of non-graduate teacher posts, with an additional annual cost estimated to be about \$328 million. It is anticipated that the improvement in career prospect will attract prospective teachers to join the teaching force of primary education.

- End -

**CONTROLLING OFFICER'S REPLY****EDB276****(Question Serial No. 3868)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Policy Address states that the Bureau will launch a pilot scheme to provide financial and professional support for local public sector schools and Direct Subsidy Scheme schools in a bid to progressively double the number of primary and secondary sister schools in Hong Kong and the Mainland to about 600 within the 3 years from the 2015/16 school year, which will help further promote experience sharing between sister schools, enhance teaching and learning effectiveness, and relieve teachers from some of the administrative work. Please tabulate the number of newly formed sister schools in each year since the implementation of the scheme for forming sister schools. What are the manpower and expenditure involved? What is the effectiveness?

Asked by: Hon CHAN Chi-chuen (Member Question No. 214)

Reply:

Since 2004, about 300 primary and secondary schools in Hong Kong have formed a total of 441 pairs of sister schools with their counterparts in the Mainland. The number of sister school pairs newly formed each year since 2004 are tabulated below:

Year	No. of Sister School Pairs Formed
2004	26
2005	33
2006	40
2007	55
2008	37
2009	31
2010	28
2011	97
2012	46
2013	23
2014	25
Total	441

Over the years, the Education Bureau (EDB) has collected views from schools in Hong Kong having formed sister school(s) with the Mainland through different means, such as surveys, sharing sessions and seminars conducted from time to time as well as day-to-day contacts. Schools in general reflected that sister school activities have helped to enhance professional exchange among teachers and promote understanding among students thereby facilitating cultural interflow, expanding schools' network, enhancing teachers'

professionalism and broadening students' horizon.

Hitherto, no specific grant has been provided for sister school exchange activities which are arranged by the schools concerned based on their development and operational needs. Subject to the approval of the Finance Committee, EDB plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. We will also provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB277****(Question Serial No. 3869)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

At present, the Education Bureau (EDB) changes the funding mode of providing school-based educational support to non-Chinese speaking (NCS) students. The grant is no longer confined to the so-called "designated schools". In this regard, please provide in tabular form a breakdown of the number of schools which received that grant in the past year and the amount of expenditure by district. How many of these schools were not "designated schools"? At the same time, what will be the estimated manpower and expenditure incurred under this grant for NCS students in the coming year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 215)

Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" and the creation of an inclusive learning environment in schools. From the 2014/15 school year, all schools admitting 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum for this purpose depending on the number of NCS students admitted. The expenditure may vary from year to year. The number of schools provided with the additional recurrent funding in the 2014/15 school year, the number of them which were not the so-called "designated schools" in the 2012/13 school year (the so-called "designated schools" system has been abolished from the 2013/14 school year) and the estimated expenditure by district based on the location of the schools concerned are tabulated at Annex.

**Number of schools provided with additional recurrent funding,  
number of schools among them which were not the so-called “designated schools” in the 2012/13 school year  
and estimated expenditure by district in the 2014/15 school year**

<b>District</b>	<b>No. of schools provided with additional recurrent funding</b>	<b>No. of schools among them which were not the so-called “designated schools” in the 2012/13 school year</b>	<b>Estimated expenditure (\$ million)</b>
Central & Western	10	9	9.70
Eastern	11	10	9.80
Islands	17	12	19.30
Kowloon City	11	10	10.80
Kwai Tsing	11	8	12.05
Kwun Tong	7	4	9.10
North	-	-	-
Sai Kung	8	7	8.25
Sha Tin	6	5	5.65
Sham Shui Po	12	10	13.00
Southern	2	2	1.75
Tai Po	5	5	4.00
Tsuen Wan	3	3	2.55
Tuen Mun	19	17	20.65
Wan Chai	19	16	18.60
Wong Tai Sin	2	1	2.30
Yau Tsim Mong	8	5	10.20
Yuen Long	22	18	21.35
<b>All Districts</b>	<b>173</b>	<b>142</b>	<b>179.05</b>

Notes:

- Figures refer to the position as at September 2014.
- The data include non-Chinese speaking students in public sector and Direct Subsidy Scheme schools. Figures do not include students in special schools.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY****EDB278****(Question Serial No. 3870)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Over 170 organisations had participated in the Business-School Partnership Programme (BSPP), which enhances students' understanding of different trades and prepares them for future employment through activities such as career talks, workplace visits, mentorship programmes and work experience programmes. Please provide, in a table format, a list of the organisations participated and the staffing and expenditures involved in the BSPP? How will the government enhance, reinforce and review the BSPP in the following year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 216)

Reply:

The Education Bureau (EDB) has been in collaboration with over 170 companies /organisations since 2005 in arranging career exploration activities under the Business-School Partnership Programme (BSPP) for students. Within the first six months of the 2014/15 school year, i.e. from September 2014 to February 2015, EDB has organised about 500 BSPP activities in collaboration with more than 80 participating companies and organisations. The names of these companies and organisations are listed at Appendix. Through participating in the BSPP activities arranged by these companies and organisations such as talks, workshops, workplace visits, mentorship programmes and work experience programmes etc, students are provided with learning opportunities to explore different careers and develop positive work attitude and values that are essential for life planning. The manpower and expenditure involved in BSPP are subsumed under EDB's recurrent expenditure.

To further enhance and reinforce the BSPP, in the three years from the 2015/16 school year, EDB will mobilise more business organizations to forge closer partnership with schools. Our target is to increase the number of business partners from 120 in the 2014/15 school year to 165 in the 2017/18 school year. We will explore with the business partners the possibility of conducting different modes of BSPP activities, such as work shadowing, taster programmes, mentorship programmes and adopt-a-school programmes, etc. Apart from encouraging schools to integrate BSPP activities into the school curriculum, promote BSPP activities and organize experience-sharing opportunities for BSPP partners and schools, we will extend the BSPP activities to cover school principals, teachers and parents so as to equip them with the knowledge to support students and children for life planning. We will review and consolidate the key elements of effective practices to feedback to planning and to facilitate the setting up of a platform to showcase the exemplars of business-school partnership in three years.

**Companies and Organisations with Active Participation in BSPP in 2014/15 school year  
(As at February 2015)**

	<b>Names of the companies and organisations</b>
1	Agriculture, Fisheries and Conservation Department
2	Aviation Security Company Limited
3	Beauty Industry Training Advisory Committee
4	Beauty Tech Institute Limited
5	Buildings Department
6	Canon Hongkong Company Limited
7	Cathay Pacific Airways
8	Cathay Pacific Catering Services (H.K.) Ltd.
9	Chinese Estates Holdings Limited
10	Chow Tai Fook Jewellery Group Limited
11	Citi Group
12	Civil Aviation Department
13	Clean the World Asia
14	Conrad Hong Kong
15	Consulate General of the United States Hong Kong & Macau
16	Customs and Excise Department
17	Elderly Care Service Industry Training Advisory Committee
18	Environmental Protection Department
19	ExxonMobil Hong Kong Limited
20	Gammon Construction Limited
21	GS1 Hong Kong
22	Hairdressing Industry Training Advisory Committee
23	HKU SPACE Gem & Jewellery Alumni Association
24	Hong Kong Aero Engine Services Limited
25	Hong Kong Aircraft Engineering Company Limited
26	Hong Kong Blind Sports Federation
27	Hong Kong Economic Times holdings Limited
28	Hong Kong Institute of Vocational Education (Tuen Mun)
29	Hong Kong Internet of Things Centre of Excellence
30	Hong Kong Jewellery & Jade Manufacturers Association
31	Hong Kong Photo Imaging & Camera Expo
32	Hong Kong Productivity Council
33	Hong Kong Quality Assurance Agency
34	Hong Kong Science and Technology Parks Corporation
35	Hong Kong SkyCity Marriott Hotel
36	Hospital Authority
37	Hutchison Whampoa Limited - A.S. Watson Group
38	Hutchison Whampoa Limited - Harbour Plaza 8 Degrees
39	Hutchison Whampoa Limited - Harbour Plaza Metropolis
40	Hutchison Whampoa Limited - Harbour Plaza Resort City
41	Hutchison Whampoa Limited - Hutchison Port Holdings Limited
42	Hutchison Whampoa Limited - Hutchison Telecommunications Hong Kong Holdings Limited
43	IKEA Hong Kong
44	Information & Communications Technology Industry Training Advisory Committee
45	InterContinental Hotels Group
46	InterContinental Hotels Group - InterContinental Hong Kong
47	InterContinental Hotels Group - Holiday Inn Golden Mile Hong Kong
48	InterContinental Hotels Group - InterContinental Grand Stanford Hong Kong

49	Jardine Matheson Group
50	Junior Achievement Hong Kong
51	Leighton Aveda
52	Mandatory Provident Fund Schemes Authority
53	Metro Broadcast Corporation Limited
54	Microsoft Hong Kong Limited
55	Ming Pao Daily News
56	MTR Corporation Limited
57	New World Facilities Management Company Limited
58	Occupational Safety & Health Council
59	Ocean Park
60	Office of the Privacy Commissioner for Personal Data, Hong Kong
61	Po Leung Kuk
62	Printing & Publishing Industry Training Advisory Committee
63	Produce Green Foundation
64	Qualifications Framework Secretariat
65	Regal Hotels International
66	Regal Hotels International - Regal Airport Hotel
67	Regal Hotels International - Regal Riverside Hotel
68	Rotary Club of New Territories
69	Rotary International District 3450
70	Route 3 (CPS) Company Limited
71	Royal Aeronautical Society (Hong Kong Branch)
72	RunOurCity
73	Shun Hing Group
74	Sing Tao News Corporation Limited
75	Tao Heung Group
76	The Boys' & Girls' Clubs Association of Hong Kong
77	The Dairy Farm Company, Limited
78	The Hong Kong Federation of Insurers
79	The Hong Kong Institution of Engineers
80	The Hongkong and Shanghai Banking Corporation Limited
81	The Hongkong Electric Company, Limited
82	The Kowloon Motor Bus Co. (1933) Ltd.
83	Tung Wah Group of Hospitals
84	University of Hong Kong
85	Wing On Travel
86	Young Entrepreneurs Development Council

- End -



**CONTROLLING OFFICER'S REPLY****EDB279****(Question Serial No. 3871)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

With the gradual increase in the number of students born to non-local parents, the number of cross-boundary students (CBS) studying in Hong Kong is on the rise, causing a tight supply of places in kindergartens and primary schools in the North District. In this regard, would the Administration:

(1) provide the number of CBS attending kindergartens and primary schools in Hong Kong in the past 2014/15 school year as well as the distribution of the districts these schools are in?

(2) estimate the number of CBS attending kindergartens and primary schools in Hong Kong in the coming 2015/16 school year and the respective number of school places allocated to CBS by various districts? What measures are available to address the demand on admission among local and CBS and what are the estimated manpower and expenditures involved in the process?

Asked by: Hon CHAN Chi-chuen (Member Question No. 217)

Reply:

(1) The number of cross-boundary students (CBS) attending kindergartens (including kindergarten-cum-child care centres) and primary schools by district in the 2014/15 school year is as follows:

District	Kindergarten (including kindergarten-cum-child care centre)	Primary school
North	5 379	5 590
Tai Po	391	1 496
Yuen Long	2 500	2 609
Tuen Mun	1 893	1 712
Sha Tin	51	322
Tsuen Wan	0	1
Kwai Tsing	80	2
Tung Chung	69	6
Wong Tai Sin	1	36

Note: Figures are based on the annual survey conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts as at September 2014.

(2) The number of CBS and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, kindergarten education is not compulsory and has all along been provided by the private sector. Parents may choose a kindergarten suitable for their children with regard to their needs, and admission is at the full discretion of individual kindergartens which may have different admission practices and procedures. Therefore, the Education Bureau (EDB) has no basis to reliably project the overall number of CBS and their geographical distribution in the coming 2015/16 school year. To alleviate the impact of increasing CBS on primary schools in individual districts, notably the North District, EDB has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the Primary One Admission (POA) system. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child's POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS. In POA 2015 (for admission to P1 in the 2015/16 school year), the School Choice List for the Central Allocation for CBS included about 2 600 P1 places. Administrative work for implementing the revised arrangements for the Central Allocation in the 2015/16 school year will be absorbed within the existing manpower resources of EDB.

- End -

**CONTROLLING OFFICER'S REPLY****EDB280****(Question Serial No. 3872)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In the past year, what was the number of Hong Kong students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme)? How many of them received the bursary of up to \$15,000 per year during their study period? What were the manpower and expenditure involved? How many mainland institutions have participated in the Admission Scheme at present?

Asked by: Hon CHAN Chi-chuen (Member Question No. 218)

Reply:

In the 2014/15 academic year, the number of Hong Kong students admitted by Mainland higher education institutions under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) was 1 535. The number of Mainland institutions participating in the Admission Scheme was 75.

The total expenditure involved in implementing the Admission Scheme in the 2014/15 academic year was \$2.54 million. As for the manpower and related expenditure involved in implementing the Admission Scheme, since EDB has been handling the work with existing resources, the manpower and related expenditure involved have been subsumed under the establishment and provision for EDB. It is difficult to quantify them separately.

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Admission Scheme. Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy of \$15,000 per year and the remaining 111 to receive the half-rate subsidy of \$7,500 per year.

The total expenditure for implementing MUSSS in the 2014/15 academic year was about \$4 million. As for the manpower and related expenditure involved in implementing the scheme, apart from the three time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) created to cope with the additional workload arising from the implementation of the scheme, EDB and Working Family and Student Financial Assistance Agency (WFSFAA) (known as the Student Financial Assistance Agency before 1 March 2015) have been handling the work with their existing resources. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA. It is difficult to quantify them separately.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB281**

**(Question Serial No. 3873)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

For the past year, what was the actual number of students from post-secondary institutions that participated in internship and exchange programmes outside Hong Kong, including post-secondary students who joined exchange programmes in the Mainland, Taiwan and the overseas, and what was the expenditure involved? Among these students, how many were subsidised by the Government to participate in exchange programmes outside Hong Kong and what were the manpower and expenditure involved in the sponsorship?

For next year, what will be the manpower and expenditure involved in subsidising students to participate in exchange programmes outside Hong Kong and what percentages will students joining exchange programmes in the Mainland, Taiwan and the overseas account for?

Asked by: Hon CHAN Chi-chuen (Member Question No. 219)

Reply:

Student exchanges do not only benefit outgoing students by broadening their global exposure but also help internationalise local campuses by bringing in more non-local students through the reciprocal exchange arrangement. Internship helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. The number of students studying full-time publicly-funded post-secondary programmes who undertook exchange and internship outside Hong Kong for the 2013/14 academic year is at Annex. The expenditure involved is not available.

The estimated number of students who will participate in exchange programmes outside Hong Kong in the 2015/16 academic year is not available.

As the manpower and related expenditure involved in subsidising students to participate in exchange programmes outside Hong Kong have been subsumed under the establishment and provision for the Education Bureau, it is difficult to quantify them separately.

**Number of Full-time Students of Publicly-funded Programmes  
Undertaking Exchange and Internship Outside Hong Kong  
in the 2013/14 Academic Year**

<b>Institutions</b>	<b>Exchange</b>	<b>Internship</b>
City University of Hong Kong	981	458
Hong Kong Baptist University	301	222
Lingnan University	382	200
The Chinese University of Hong Kong	905	1 142
The Hong Kong Academy for Performing Arts	5	8
The Hong Kong Institute of Education	129	160 (Note 3)
The Hong Kong Polytechnic University	670	926
The Hong Kong University of Science and Technology	895	47
The University of Hong Kong	1 116	602
Vocational Training Council	3 500	117
<b>Total</b>	<b>8 884</b>	<b>3 882</b>

Notes:

1. Outgoing exchange students refer to those students of UGC-funded full-time long programmes who enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.
2. An internship refers to a period of work arranged or endorsed by the institution providing the publicly-funded programme in which the student is enrolled. There is no restriction about the duration of internship which can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing or not.
3. The figure for the Hong Kong Institute of Education does not include field experience for students.

- End -

**CONTROLLING OFFICER'S REPLY****EDB282****(Question Serial No. 3874)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Administration indicated that it would continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels. Please tabulate the details of developing the learning and teaching resource packages and assessment bank, including developers, manpower, expenditure and contents, in the past 3 years. What is the estimated amount of funding and manpower to be allocated for promoting Basic Law education at senior primary and junior secondary levels in the coming year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 220)

Reply:

The Education Bureau (EDB) would continuously develop learning and teaching resources and assessment bank at senior primary and junior secondary levels with a view to enhancing students' understanding of the Basic Law. The "Let's Learn the Basic Law" Learning Package (senior primary) was developed (in printed and web versions) and distributed in 2012. Meanwhile, the Chinese and English versions of the "Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary)" have been distributed to schools in stages from January 2012 to January 2013. To keep pace with the development of e-learning, an e-book version of the above learning packages for junior secondary has also been developed in February 2014. Besides, an "Effective Use of 'Let's Learn the Basic Law' Learning Package", which is a collection of schools' good practices, will be distributed to all primary schools in 2015. Content of the learning packages and the assessment bank is as follows:

Content and developer of learning packages	<ul style="list-style-type: none"> <li>- Designed by EDB according to the learning stages of the students</li> <li>- Can be incorporated by teachers in relevant learning and teaching context</li> <li>- Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary): 13 units for junior secondary</li> <li>- Effective Use of 'Let's Learn the Basic Law' Learning Package: 16 units for senior primary</li> </ul>
Content and developer of assessment bank	<ul style="list-style-type: none"> <li>- Two sets of questions are separately designed by EDB for senior primary and junior secondary level</li> <li>- Schools could make use of the assessment bank to generate questions for students to attempt online or for internal assessment purpose</li> <li>- Questions are divided into Basic and Challenge levels at junior secondary level</li> </ul>

To further deepen students' knowledge and understanding of the Basic Law, EDB is developing a "Basic Law Audio-visual Learning and Teaching Package" in junior secondary and senior primary levels. A revamped and updated e-book version of the "Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary)" is also being developed. Expenditure for the related curriculum work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. Other than the expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. The estimated expenditure for developing learning and teaching resources for Basic Law education for secondary schools and primary schools in 2015-16 is \$2.39 million and \$1.26 million respectively. The manpower requirement will be absorbed by the existing provision. EDB will also continue to enrich and update the assessment bank and collect feedback through various channels to further refine the above resource materials.

- End -

**CONTROLLING OFFICER'S REPLY****EDB283****(Question Serial No. 3875)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

As the Programme indicates that the Education Bureau will offer opportunities for students to join Mainland exchange programmes and arrange professional exchange programmes for teachers. Please elaborate on the details of the two programmes. What are the manpower and expenditure involved? What were the resources and manpower allocated to national education by the Bureau in the past one year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 221)

Reply:

The Education Bureau (EDB) has been providing Mainland exchange programmes (MEPs) for secondary and primary students to join on a voluntary basis for many years. The number of MEPs, including those commissioned by EDB and those organised by individual schools with government subsidies, varies annually as schools make decision on whether and when to join having regard to their other learning activities planned for the year. MEPs for students are mainly provided through the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students” (「同根同心」——香港初中及高小學生內地交流計劃), “Senior Secondary School Students Mainland Exchange Programme Subvention Scheme” (高中學生內地交流活動資助計劃), “Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland” (初中及高小學生交流活動資助計劃——「赤子情 中國心」), “Mainland Exchange Programme for Senior Secondary School Students” (「同行萬里」高中學生內地交流計劃), and “Mainland Exchange Programme for Student Leaders” (領袖生內地交流計劃). In 2014-15, the expenditure for student MEPs is \$46.6 million\*.

Teachers participate in different kinds of professional exchange programmes through a variety of channels, including those organised by school sponsoring bodies and schools to meet the professional development needs of teachers. Insofar as the mode of study tour is concerned, EDB provides professional exchange for teachers mainly through such programmes as the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團). Moreover, a substantial number of teachers also participate in the MEPs for students as learning facilitators according to the “1 teacher : 10 students ratio”. The expenditure for teacher MEPs in 2014-15 is \$1.2 million\*. The manpower for the implementation of MEPs for students and professional exchange programmes for teachers is absorbed in the recurrent expenditure of EDB.

Regarding national education, EDB has always attached great importance to the strengthening of students' and teachers' understanding of the country through various means as a regular and on-going task. Staffing and expenditure for the related curriculum development work and support measures, which include research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to



complement students' learning in relevant Key Learning Areas/subjects, etc., are mostly absorbed in the recurrent expenditure of EDB.

\* provisional figures

- End -

**CONTROLLING OFFICER'S REPLY****EDB284****(Question Serial No. 4366)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

As stated under the Programme, the estimated 5 510 non-directorate posts as at 31 March 2015 will rise by 41 posts to 5 551 posts as at 31 March 2016, what are the categories and job nature of the new posts? In addition, there are 33 directorate posts in the Bureau. Will the Government inform this Committee of the categories, salaries, allowances and job nature of the 33 directorate posts as well as the categories, numbers, salaries, allowances and job nature of the 5 551 non-directorate permanent posts?

Asked by: Hon CHAN Chi-chuen (Member Question No. 56)

Reply:

The increase of 41 non-directorate posts in 2015-16 is the net result of the planned creation of 146 posts and planned deletion of 105 posts. Resources have been earmarked to create civil service posts to strengthen support on various fronts including providing support for repair works of schools; facilitating transportation arrangements for cross-boundary students; enhancing services provided to students with special educational needs and non-Chinese speaking students; implementing after-school learning and support activities; strengthening vocational education; as well as for replacing long-term non-civil service contract positions and for adjusting teaching staff requirements in government schools.

The information concerning the directorate and non-directorate posts is tabulated as follows -

<u>Category</u>	<u>Number of Posts</u>	<u>Job Nature</u>
(a) Directorate		
(i) Education professionals	18	Formulation and implementation of education-related policies, programmes and internal administration
(ii) Other professionals and general grades	15	
<b>Total:</b>	<b>33</b> <i>(Note)</i>	

<u>Category</u>	<u>Number of Posts</u>	<u>Job Nature</u>
(b) Non-directorate		
(I) Posts in government schools		} Delivery of education-related services and administration support
(i) Education professionals	2 890	
(ii) General and Common Grades	500	
(II) Posts in Education Bureau		
(i) Education professionals	1 142	
(ii) Other professionals, General and Common Grades	1 019	
<b>Total:</b>	<b>5 551</b>	

Note

*There will be an estimated 33 directorate posts as at 31 March 2015 reducing by one post to 32 posts as at 31 March 2016.*

In 2015-16, the estimates for salaries of the directorate and non-directorate posts, using Notional Annual Mid-point Salary (NAMS) in the calculation, are \$3,052.9m and that for allowances, including job-related allowances, under Head 156 are \$31.0m.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB285**

**(Question Serial No. 4367)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

As stated under the Programme, the Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work. This includes the support provided by the Under Secretary and the Political Assistant. The work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions. Will the Bureau list in a table the time, locations, sizes of entourage, expenditures and details of the public and community functions attended by the Secretary for Education in the past 3 years?

Asked by: Hon CHAN Chi-chuen (Member Question No. 57)

Reply:

The Secretary for Education attends from time to time various functions to cultivate contacts with different sectors of the community. We have not kept statistics on past events attended by the Secretary. Hence, we are unable to provide the requested information. Expenditure incurred, if any, in connection with the attendance of such events has already been reflected in the operating expenses of the Education Bureau.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB286**

**(Question Serial No. 4848)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (001) Salaries  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What is the estimate for the pay and allowances for the Secretary for Education, the Under Secretary and the Political Assistant in 2015-16?

Asked by: Hon CHAN Chi-chuen (Member Question No. 100)

Reply:

The salaries of the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2015-16 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

**CONTROLLING OFFICER'S REPLY****EDB287****(Question Serial No. 4955)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Will the Education Bureau set out in the table below details and estimated cost of the studies that the Bureau commissioned consultancy firms or research institutions to conduct over the past 3 years?

Time of study	Scope of study	Objective of study	Area	Research institution	Manpower	Expenditure

Asked by: Hon CHAN Chi-chuen (Member Question No. 83)Reply:

The consultancy studies commissioned by the Education Bureau on public policy for which funds have been allocated from 2012-2013 to 2014-15 are as follows –

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
June 2010	Completed (May 2013)	Impact Study on Quality Review  To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.	East China Normal University	850,000
September 2010	Completed (June 2012)	Study on 'Through-train' Mode  To stock take the empirical experience in realising the through-train objectives in different existing modes of school operation, i.e. the through-train mode as well as the feeder/ nominated modes; evaluate the merits of the different modes; and identify good practices for future dissemination.	Curriculum, Evaluation and Management Centre, University of Durham	1,410,000

<b>Time of study (i.e. Start date of the study)</b>	<b>Progress of study (under planning/ in progress / completed)</b>	<b>Scope of study / Objective of study / Area</b>	<b>Research institution</b>	<b>Expenditure (\$) (i.e. Consultancy fee of the study)</b>
November 2010	Completed (June 2014)	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	Learning Files Ltd.	749,700
June 2011	Completed (December 2012)	Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong  To stock take the provision of international school places and project future demand and supply for Government's review on the support measures for the international school sector.	Policy 21 Limited	799,000
July 2011	Completed (December 2013)	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010  To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	Consumer Search Hong Kong Ltd	1,080,000
September 2011	Completed (February 2015)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1)  To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools.  To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.	Centre for Information Technology in Education of The University of Hong Kong	1,299,375
March 2013	Completed (March 2015)	Analytical Study on "Free" Kindergarten Education  To review and consolidate stakeholders' views and analyse issues relating to the provision of free kindergarten education.	Policy 21 Limited	496,000
May 2013	Completed (February 2015)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)  To conduct in-depth case studies with qualitative analysis.	The Department of Mathematics and Information Technology of The Hong Kong Institute of Education	1,428,000

<b>Time of study (i.e. Start date of the study)</b>	<b>Progress of study (under planning/ in progress / completed)</b>	<b>Scope of study / Objective of study / Area</b>	<b>Research institution</b>	<b>Expenditure (\$) (i.e. Consultancy fee of the study)</b>
		To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.		
July 2013	Completed (September 2014)	Survey of Laboratory Technicians in Secondary Schools (2013-14)  To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.	Hong Kong Institute of Vocational Education (Sha Tin)	391,950
August 2013	Completed (August 2014)	Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector  To identify major development and models of good practices on governance and quality assurance for the operation of self-financing post-secondary programmes from the local, regional and international perspectives.	Policy 21 Limited	520,000
November 2013	Completed (June 2014)	Project on the Development of Policy and Principles for Credit Accumulation and Transfer (CAT) under the Qualifications Framework (QF)  To develop the policy and principles for implementing CAT under the QF	Hong Kong Shue Yan University	600,000
January 2014	Completed (June 2014)	Feasibility Study on validation of Non-formal and Informal Learning (NFIL) under Hong Kong Qualifications Framework (HKQF)  To formulate a set of territory-wide principles and guidelines on the validation of NFIL for adoption by QF stakeholders in Hong Kong	Mike Coles Limited	420,000
February 2014	Completed (September 2014)	Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students  To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.	The Chinese University of Hong Kong	184,000



<b>Time of study (i.e. Start date of the study)</b>	<b>Progress of study (under planning/ in progress / completed)</b>	<b>Scope of study / Objective of study / Area</b>	<b>Research institution</b>	<b>Expenditure (\$) (i.e. Consultancy fee of the study)</b>
June 2014	Completed (November 2014)	<p>Focus group interviews for promotion of vocational education and identification of workplace skills for post-secondary education</p> <p>To measure the perception of vocational education of different stakeholders and identify effective means to promote vocational education; and</p> <p>To identify essential skills required in the workplace that can be incorporated in the curriculum design of post-secondary education programmes.</p>	Consumer Search Hong Kong Ltd.	398,000
July 2014	In progress	<p>Consultancy Study on Accommodation Requirements for Kindergartens</p> <p>To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.</p>	BARRIE HO Architecture Interiors Limited	300,000
July 2014	In progress	<p>Consultancy Study on Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>	CBRE Limited	998,000
August 2014	In progress	<p>Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens</p> <p>To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.</p>	Towers Watson Hong Kong Limited	839,000
October 2014	In progress	Provision of Services for Study on the Provision of International School Places in Hong Kong	Policy 21 Limited	1,080,000
November 2014	In progress	<p>Pilot Exercises for Development of CAT System under the QF</p> <p>To distil the good practices under three pilot exercises in order to develop a set of practical guidelines for CAT implementation</p>	Federation for Self-financing Tertiary Education	650,000
November 2014	In progress	Project on Technical Alignment of the HKQF and the European	Hong Kong Shue Yan University	1,210,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		Qualifications Framework (EQF)  To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between HKQF and EQF and to prepare a report.		
December 2014	In progress	Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)  The objectives are to: - inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools; - identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and - inform policy making regarding the development and implementation of the PNET Scheme.	1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	1,398,952.21
December 2014	In progress	Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders  To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.	Policy 21 Limited	660,400

The relevant manpower expenses of each study incurred by the research institution were subsumed under the consultancy fee of each study and therefore could not be identified separately. Manpower of this Bureau involved in the monitoring of each study and the relevant expenditure involved have been absorbed by this Bureau.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB288**

**(Question Serial No. 5193)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

How many international schools are currently leasing Government premises? Regarding international schools operated on school premises leased from the Government, please provide the following information in table form:

1. Name of international school
2. School address
3. Number of students
4. Area of school
5. Rent

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 601)

Reply:

According to our record, 11 international schools are currently leasing Government premises. Their school name, address and site area of the leased premises, the number of students at these schools at the premises concerned in the 2014/15 school year and the type of rent payable for the premises are set out at **Appendix**.

## Appendix

### Name of schools leasing Government premises, address and site area of the leased premises, number of enrolled students at the premises in the 2014/15 school year, and the type of rent payable for the premises

	School Name	Address	Site Area (about)	No. of Students	Type of Rent
	Carmel School	460 Shau Kei Wan Road, Hong Kong	3 380 m <sup>2</sup>	120	Nominal
	Christian Alliance PC Lau Memorial International School	Lai Yiu Estate, Kwai Chung, New Territories	4 410 m <sup>2</sup>	435	Nominal
	German Swiss International School	162 Pok Fu Lam Road, Pok Fu Lam, Hong Kong	2 146 m <sup>2</sup>	294	Nominal
	French International School	1 Cheung Man Road, Chai Wan, Hong Kong	6 432 m <sup>2</sup>	388	Nominal
		68 Gillies Avenue, Hung Hom, Kowloon	1 895 m <sup>2</sup>	185	
	International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	8 180 m <sup>2</sup>	274	Nominal
	Lantau International School	Cheung Sha Upper Village, Lantau, New Territories	488 m <sup>2</sup>	38	Market <sup>Note 1</sup>
		113 Tong Fuk Village, Lantau, New Territories	934 m <sup>2</sup>	118	
	Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	4 555 m <sup>2</sup>	477	Nominal
	Norwegian International School	170 Kam Shan Road, Tai Po, New Territories	4 550 m <sup>2</sup>	129	Nominal
	Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552 m <sup>2</sup>	404	Nominal
	The International Montessori School – An IMEF School	Phase III, Ma Hang Estate, Stanley, Hong Kong	4 730 m <sup>2</sup>	310	Nominal
	Umah International Primary School	Fung Chi Tsuen, Wang Chau, Yuen Long, New Territories	1 730 m <sup>2</sup>	41	Nominal

Note 1 According to the tenancy agreements, the rent cannot be disclosed without consent by the tenant.  
Hence, only the type of rent is set out above.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB289**

**(Question Serial No. 5194)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

- a) What were the respective numbers and percentages of local and non-local students in individual international schools, and the respective tuition fees charged by individual school in the past three years?
- b) What were the highest, lowest and median tuition fees charged by international schools last year and this year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 602)

Reply:

- (a) The number and percentage of local and non-local students of individual international schools from the 2012/13 to 2014/15 school years are set out at **Annex 1**.  
Information on the median annual tuition fee of individual schools from the 2012/13 to 2014/15 school years is set out at **Annex 2**.
- (b) The highest, lowest and median tuition fees charged by international schools in the 2013/14 and 2014/15 school years are set out at **Annex 3**.

**Number and percentage of local and non-local students enrolled  
in international schools (excluding special school) from the 2012/13 to 2014/15 school years  
(based on the student enrolment survey conducted in September of respective years )**

**2012/13 school year**

<b>Name of School</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
<b>Primary-cum-secondary</b>			
American International School	<b>631</b>	79 (12.5%)	552 (87.5%)
Australian International School Hong Kong	<b>1 088</b>	86 (7.9%)	1 002 (92.1%)
Canadian International School	<b>1 684</b>	253 (15.0%)	1 431 (85.0%)
Carmel School	<b>224</b>	7 (3.1%)	217 (96.9%)
Chinese International School	<b>1 433</b>	186 (13.0%)	1 247 (87.0%)
Christian Alliance PC Lau Memorial International School	<b>721</b>	288 (39.9%)	433 (60.1%)
Delia School of Canada	<b>1 195</b>	116 (9.7%)	1 079 (90.3%)
Discovery Bay International School	<b>723</b>	22 (3.0%)	701 (97.0%)
German Swiss International School (English)	<b>772</b>	149 (19.3%)	623 (80.7%)
German Swiss International School (German)	<b>349</b>	2 (0.6%)	347 (99.4%)
Harrow International School Hong Kong	<b>657</b>	211 (32.1%)	446 (67.9%)
Hong Kong Academy	<b>423</b>	18 (4.3%)	405 (95.7%)
Hong Kong International School	<b>2 621</b>	139 (5.3%)	2 482 (94.7%)
Hong Kong Japanese School	<b>660</b>	1 (0.2%)	659 (99.8%)
Kellett School	<b>638</b>	23 (3.6%)	615 (96.4%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	<b>752</b>	327 (43.5%)	425 (56.5%)
Korean International School (English)	<b>315</b>	82 (26.0%)	233 (74.0%)
Korean International School (Korean)	<b>164</b>	0 (0.0%)	164 (100.0%)
Lyc'ee Francis International (English)	<b>555</b>	57 (10.3%)	498 (89.7%)
Lyc'ee Francis International (French)	<b>1 639</b>	0 (0.0%)	1 639 (100.0%)
Sear Rogers International School - Peninsula	<b>303</b>	111 (36.6%)	192 (63.4%)
Singapore International School(Hong Kong)	<b>1 070</b>	354 (33.1%)	716 (66.9%)
<b>Primary</b>			
Beacon Hill School^	<b>538</b>	179 (33.3%)	359 (66.7%)
Bradbury School^	<b>712</b>	34 (4.8%)	678 (95.2%)
Clearwater Bay School^	<b>717</b>	30 (4.2%)	687 (95.8%)
Glenealy School^	<b>357</b>	14 (3.9%)	343 (96.1%)
Japanese International School (English)	<b>163</b>	20 (12.3%)	143 (87.7%)
Japanese International School (Japanese)	<b>498</b>	0 (0.0%)	498 (100.0%)

**Annex 1 (Cont'd)**

<b>Name of School</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
Kennedy School^	<b>897</b>	37 (4.1%)	860 (95.9%)
Kingston International School	<b>241</b>	161 (66.8%)	80 (33.2%)
Kowloon Junior School^	<b>900</b>	157 (17.4%)	743 (82.6%)
Lantau International School	<b>251</b>	13 (5.2%)	238 (94.8%)
Norwegian International School	<b>139</b>	76 (54.7%)	63 (45.3%)
Peak School^	<b>345</b>	13 (3.8%)	332 (96.2%)
Quarry Bay School^	<b>715</b>	75 (10.5%)	640 (89.5%)
Shatin Junior School^*	<b>897</b>	305 (34.0%)	592 (66.0%)
International College Hong Kong Hong Lok Yuen (Primary Section)	<b>314</b>	100 (31.8%)	214 (68.2%)
The International Montessori School – an IMEF School	<b>184</b>	7 (3.8%)	177 (96.2%)
Think International School	<b>122</b>	73 (59.8%)	49 (40.2%)
Umah International Primary School	<b>65</b>	5 (7.7%)	60 (92.3%)
Yew Chung International School	<b>648</b>	324 (50.0%)	324 (50.0%)
<b>Secondary</b>			
Concordia International School	<b>79</b>	31 (39.2%)	48 (60.8%)
Island School^	<b>1 215</b>	112 (9.2%)	1 103 (90.8%)
King George V School^	<b>1 733</b>	95 (5.5%)	1 638 (94.5%)
Shatin College^	<b>1 212</b>	341 (28.1%)	871 (71.9%)
The South Island School^	<b>1 415</b>	95 (6.7%)	1 320 (93.3%)
West Island School^	<b>1 193</b>	124 (10.4%)	1 069 (89.6%)
International College Hong Kong (New Territories)	<b>207</b>	66 (31.9%)	141 (68.1%)
<b>Total</b>	<b>34 374</b>	4 998 (14.5%)	29 376 (85.5%)

\* Revised figures.

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport).
- (2) Schools operated by the English Schools Foundation are indicated by (^).



**Number and percentage of local and non-local students enrolled  
in international schools (excluding special school) from 2012/13 to 2014/15 school years  
(based on the student enrolment survey conducted in September of respective years)**

**2013/14 school year**

<b>Name of school</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
<b>Primary-cum-secondary</b>			
American International School	<b>621</b>	80 (12.9 %)	541 (87.1 %)
Australian International School Hong Kong	<b>1 081</b>	75 (6.9 %)	1 006 (93.1 %)
Canadian International School	<b>1 692</b>	261 (15.4 %)	1 431 (84.6 %)
Carmel School	<b>224</b>	9 (4.0 %)	215 (96.0 %)
Chinese International School	<b>1 415</b>	187 (13.2 %)	1 228 (86.8 %)
Christian Alliance PC Lau Memorial International School	<b>832</b>	380 (45.7 %)	452 (54.3 %)
Delia School of Canada	<b>1 323</b>	143 (10.8 %)	1 180 (89.2 %)
Discovery Bay International School	<b>722</b>	21 (2.9 %)	701 (97.1 %)
German Swiss International School (English)	<b>760</b>	167 (22.0 %)	593 (78.0 %)
German Swiss International School (German)	<b>357</b>	4 (1.1 %)	353 (98.9 %)
Harrow International School Hong Kong	<b>821</b>	222 (27.0 %)	599 (73.0 %)
Hong Kong Academy	<b>484</b>	35 (7.2 %)	449 (92.8 %)
Hong Kong International School	<b>2 574</b>	142 (5.5 %)	2 432 (94.5 %)
Hong Kong Japanese School	<b>622</b>	2 (0.3 %)	620 (99.7 %)
Kellett School	<b>918</b>	40 (4.4 %)	878 (95.6 %)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	<b>778</b>	363 (46.7 %)	415 (53.3 %)
Korean International School (English)	<b>321</b>	83 (25.9 %)	238 (74.1 %)
Korean International School (Korean)	<b>157</b>	1 (0.6 %)	156 (99.4 %)
Lyc'ee Francis International (English)	<b>534</b>	52 (9.7 %)	482 (90.3 %)
Lyc'ee Francis International (French)	<b>1 807</b>	0 (0.0 %)	1 807 (100.0 %)
Sear Rogers International School - Peninsula	<b>280</b>	94 (33.6 %)	186 (66.4 %)
Singapore International School (Hong Kong)	<b>1 123</b>	366 (32.6 %)	757 (67.4 %)
<b>Primary</b>			
Beacon Hill School^	<b>538</b>	173 (32.2 %)	365 (67.8 %)
Bradbury School^	<b>717</b>	48 (6.7 %)	669 (93.3 %)
Clearwater Bay School^	<b>717</b>	54 (7.5 %)	663 (92.5 %)

**Annex 1 (Cont'd)**

<b>Name of school</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
Glenealy School^	<b>357</b>	29 (8.1 %)	328 (91.9 %)
Japanese International School (English)	<b>162</b>	24 (14.8 %)	138 (85.2 %)
Japanese International School (Japanese)	<b>512</b>	0 (0.0 %)	512 (100.0 %)
Kennedy School^	<b>899</b>	75 (8.3 %)	824 (91.7 %)
Kingston International School	<b>246</b>	166 (67.5 %)	80 (32.5 %)
Kowloon Junior School^	<b>896</b>	110 (12.3 %)	786 (87.7 %)
Lantau International School	<b>245</b>	6 (2.4 %)	239 (97.6 %)
Norwegian International School	<b>144</b>	81 (56.2 %)	63 (43.8 %)
Peak School^	<b>348</b>	29 (8.3 %)	319 (91.7 %)
Quarry Bay School^	<b>718</b>	135 (18.8 %)	583 (81.2 %)
Shatin Junior School^*	<b>898</b>	329 (36.6 %)	569 (63.4 %)
International College Hong Kong Hong Lok Yuen (Primary Section)	<b>316</b>	78 (24.7 %)	238 (75.3%)
The International Montessori School – an IMEF School	<b>264</b>	14 (5.3 %)	250 (94.7 %)
The Harbour School	<b>116</b>	10 (8.6 %)	106 (91.4 %)
Think International School	<b>147</b>	101 (68.7 %)	46 (31.3 %)
Umah International Primary School	<b>56</b>	3 (5.4 %)	53 (94.6 %)
Yew Chung International School	<b>687</b>	340 (49.5 %)	347 (50.5 %)
<b>Secondary</b>			
Concordia International School	<b>83</b>	25 (30.1 %)	58 (69.9 %)
Island School^	<b>1 235</b>	163 (13.2 %)	1 072 (86.8 %)
King George V School^	<b>1 746</b>	109 (6.2 %)	1 637 (93.8 %)
Shatin College^	<b>1 205</b>	391 (32.4%)	814 (67.6 %)
The South Island School^	<b>1 427</b>	219 (15.3 %)	1 208 (84.7%)
West Island School^	<b>1 193</b>	133 (11.1 %)	1 060 (88.9 %)
International College Hong Kong (New Territories)	<b>262</b>	78 (29.8 %)	184 (70.2 %)
<b>Total</b>	<b>35 580</b>	<b>5 650 (15.9 %)</b>	<b>29 930 (84.1 %)</b>

\* Revised figures.

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport).
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Number and percentage of local and non-local students enrolled  
in international schools (excluding special school) from 2012/13 to 2014/15 school years  
(based on the student enrolment survey conducted in September of respective years)**

**2014/15 school year**

<b>Name of School</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
<b>Primary-cum-secondary</b>			
American International School	<b>609</b>	88 (14.4%)	521 (85.6%)
Australian International School Hong Kong	<b>1 054</b>	62 (5.9%)	992 (94.1%)
Canadian International School	<b>1 681</b>	264 (15.7%)	1 417 (84.3%)
Carmel School	<b>221</b>	9 (4.1%)	212 (95.9%)
Chinese International School	<b>1 430</b>	206 (14.4%)	1 224 (85.6%)
Christian Alliance PC Lau Memorial International School	<b>914</b>	431 (47.2%)	483 (52.8%)
Delia School of Canada	<b>1 336</b>	145 (10.9%)	1 191 (89.1%)
Discovery Bay International School	<b>713</b>	12 (1.7%)	701 (98.3%)
German Swiss International School (English)	<b>754</b>	165 (21.9%)	589 (78.1%)
German Swiss International School (German)	<b>345</b>	4 (1.2%)	341 (98.8%)
Harrow International School Hong Kong	<b>946</b>	276 (29.2%)	670 (70.8%)
Hong Kong Academy	<b>525</b>	43 (8.2%)	482 (91.8%)
Hong Kong International School	<b>2 585</b>	158 (6.1%)	2 427 (93.9%)
Hong Kong Japanese School	<b>560</b>	0 (0.0%)	560 (100.0%)
Kellett School	<b>1 040</b>	53 (5.1%)	987 (94.9%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	<b>833</b>	415 (49.8%)	418 (50.2%)
Korean International School (English)	<b>322</b>	98 (30.4%)	224 (69.6%)
Korean International School (Korean)	<b>161</b>	0 (0.0%)	161 (100.0%)
Lyc'ee Francis International (English)	<b>530</b>	52 (9.8%)	478 (90.2%)
Lyc'ee Francis International (French)	<b>1 879</b>	5 (0.3%)	1 874 (99.7%)
Nord Anglia International School, HK	<b>477</b>	131 (27.5%)	346 (72.5%)
Sear Rogers International School - Peninsula	<b>280</b>	101 (36.1%)	179 (63.9%)
Singapore International School(Hong Kong)	<b>1 111</b>	346 (31.1%)	765 (68.9%)
<b>Primary</b>			
Beacon Hill School^	<b>539</b>	185 (34.3%)	354 (65.7%)
Bradbury School^	<b>710</b>	81 (11.4%)	629 (88.6%)
Clearwater Bay School^	<b>716</b>	69 (9.6%)	647 (90.4%)
Glenealy School^	<b>357</b>	36 (10.1%)	321 (89.9%)
Japanese International School (English)	<b>165</b>	26 (15.8%)	139 (84.2%)
Japanese International School (Japanese)	<b>469</b>	0 (0.0%)	469 (100.0%)

**Annex 1 (Cont'd)**

<b>Name of School</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
Kennedy School^	<b>899</b>	81 (9.0%)	818 (91.0%)
Kingston International School	<b>252</b>	174 (69.0%)	78 (31.0%)
Kowloon Junior School^	<b>899</b>	144 (16.0%)	755 (84.0%)
Lantau International School	<b>263</b>	5 (1.9%)	258 (98.1%)
Norwegian International School	<b>129</b>	38 (29.5%)	91 (70.5%)
Peak School^	<b>345</b>	33 (9.6%)	312 (90.4%)
Quarry Bay School^	<b>720</b>	150 (20.8%)	570 (79.2%)
Shatin Junior School^	<b>898</b>	348 (38.8%)	550 (61.2%)
International College Hong Kong Hong Lok Yuen (Primary Section)	<b>302</b>	112 (37.1%)	190 (62.9%)
The International Montessori School – an IMEF School	<b>415</b>	17 (4.1%)	398 (95.9%)
The Harbour School	<b>107</b>	0 (0.0%)	107 (100.0%)
Think International School	<b>169</b>	73 (43.2%)	96 (56.8%)
Umah International Primary School	<b>41</b>	2 (4.9%)	39 (95.1%)
Yew Chung International School	<b>729</b>	480 (65.8%)	249 (34.2%)
<b>Secondary</b>			
Concordia International School	<b>95</b>	21 (22.1%)	74 (77.9%)
Island School^	<b>1 248</b>	218 (17.5%)	1 030 (82.5%)
King George V School^	<b>1 776</b>	148 (8.3%)	1 628 (91.7%)
Shatin College^	<b>1 184</b>	443 (37.4%)	741 (62.6%)
The South Island School^	<b>1 408</b>	243 (17.3%)	1 165 (82.7%)
West Island School^	<b>1 220</b>	138 (11.3%)	1 082 (88.7%)
International College Hong Kong (New Territories)	<b>274</b>	84 (30.7%)	190 (69.3%)
<b>Total</b>	<b>36 635</b>	<b>6 413 (17.5%)</b>	<b>30 222 (82.5%)</b>

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport).
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Median annual tuition fees in international schools  
from 2012/13 to 2014/15 school years**

Name of School	Median annual tuition fees (\$)					
	2012		2013		2014	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<b>Primary-cum-secondary</b>						
American International School	96,640	113,440	101,440	119,080	106,500	125,000
Australian International School Hong Kong	103,400	122,300	109,600	129,650	115,900	137,100
Canadian International School	106,900	134,800	115,000	145,000	120,175	156,650
Carmel School	116,810	137,250	123,900	145,500	130,500	153,000
Chinese International School	144,800	171,000	152,200	179,800	162,100	191,500
Christian Alliance PC Lau Memorial International School	86,050	114,800	90,750	121,050	96,150	128,250
Delia School of Canada	86,000	95,000	94,000	100,000	100,000	105,000
Discovery Bay International School	86,600	115,500	91,000	121,000	96,000	127,600
German Swiss International School (English)	113,100	136,500	120,900	145,920	130,100	157,000
German Swiss International School (German)	113,100	136,500	120,900	145,920	130,100	157,000
Harrow International School Hong Kong	136,500	153,700	141,300	161,400	149,637	170,923
Hong Kong Academy	133,000	150,000	139,600	157,400	150,800	170,000
Hong Kong International School	148,200	171,600	155,700	180,200	162,000	187,500
Hong Kong Japanese School	31,200	33,600	34,800	37,800	34,800	37,800
Kellett School	116,500	151,700	123,500	160,800	130,300	169,600
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	68,500	88,000	70,500	91,000	72,000	94,000
Korean International School (English)	79,500	89,500	83,500	94,000	83,500	94,000
Korean International School (Korean)	68,500	89,500	72,000	89,500	72,000	89,500
Lyc'ee Francis International (English)	86,783	111,767	90,688	116,797	97,943	126,141
Lyc'ee Francis International (French)	78,700	94,753	82,242	99,017	88,742	107,058
Nord Anglia International School, HK					131,800	147,000
Sear Rogers International School - Peninsula	70,840	82,280	79,200	92,400	79,200	92,400
Singapore International School(Hong Kong)	95,000	110,000	102,000	120,000	108,000	126,000

Name of School	Median annual tuition fees (\$)		
	2012	2013	2014
<b>Primary</b>			
Beacon Hill School^	66,100	70,000	74,100
Bradbury School^	66,100	70,000	74,100
Clearwater Bay School^	66,100	70,000	74,100
Glenealy School^	66,100	70,000	74,100
Japanese International School (English)	81,500	85,750	88,350
Japanese International School (Japanese)	31,200	34,800	34,800
Kennedy School^	66,100	70,000	74,100
Kingston International School	105,000	110,000	115,000
Kowloon Junior School^	66,100	70,000	74,100
Lantau International School	58,400	63,500	68,000
Norwegian International School	76,300	76,300	81,600
Peak School^	66,100	70,000	74,100
Quarry Bay School^	66,100	70,000	74,100
Shatin Junior School^	66,100	70,000	74,100
International College Hong Kong Hong Lok Yuen (Primary Section)	95,000	102,600	106,800
The International Montessori School – an IMEF School	130,000	133,000	133,000
The Harbour School		128,750	141,600
Think International School	78,000	83,000	87,000
Umah International Primary School	5,800	5,800	5,800
Yew Chung International School	151,750	158,580	169,680
<b>Secondary</b>			
Concordia International School	82,000	88,000	98,000
Island School^	98,000	101,400	105,700
King George V School^	98,000	101,400	105,700
Shatin College^	98,000	101,400	105,700
The South Island School^	98,000	101,400	105,700
West Island School^	98,000	101,400	105,700
International College Hong Kong (New Territories)	127,694	139,250	146,200

## Notes:

- (1) Schools operated by the English Schools Foundation are indicated by (^).
- (2) In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

**The highest, lowest and median annual tuition fees  
charged by international schools in 2013/14 and 2014/15 school years**

**2013/14 school year**

	Primary	Secondary
Highest	\$161,400	\$182,300
Lowest	\$5,800	\$37,800
Median*	\$102,000	\$126,500

**2014/15 school year**

	Primary	Secondary
Highest	\$170,923	\$194,200
Lowest	\$5,800	\$37,800
Median*	\$106,800	\$133,800

Note:

\* In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB290**

**(Question Serial No. 5195)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (2) Primary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) Starting from the 2015/16 school year, the Government will increase the ratio of graduate teacher posts in public sector primary schools by phases for three years from the current 50% to 65% in the 2017/18 school year. In this connection, what are the specific work plan and related estimated expenditure?
- b) While increasing the ratio of graduate teacher posts in public sector primary schools, will the Government correspondingly increase or adjust the numbers of Prefect of Studies, Assistant Master/Mistress, Head of Curriculum Development posts etc. in these schools?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 603)

Reply:

- (a) Under the proposed enhancement measure, the ratio of graduate teacher posts in public sector primary schools will be increased progressively by phases from the current 50% to 55%, 60% and 65% in the 2015/16, 2016/17 and 2017/18 school years respectively. The additional full year cost is estimated to be \$328 million. In line with the existing arrangements, public sector primary schools will fill the additional graduate teacher posts by regrading qualified serving non-graduate teachers in accordance with their school-based selection criteria and mechanism and with reference to Education Bureau's guidelines.
- (b) The newly created graduate teacher posts to be provided for individual schools will be offset by an equivalent number of non-graduate teacher posts of the schools. Under this enhancement measure, the total number of teaching staff and the number of senior teachers of individual schools will remain unchanged. According to the existing guidelines, schools are required to deploy teachers filling the graduate teacher posts to assist in promoting education initiatives in schools.

- End -



**CONTROLLING OFFICER'S REPLY****EDB291****(Question Serial No. 5196)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- a) Please give a breakdown of the supply and demand as well as the balance of international school places in Hong Kong by District Council district in the past five years.
- b) According to the Bureau's estimation, what will be the supply and demand for international school places in Hong Kong by District Council district in the coming three school years starting from 2015/16?
- c) The Bureau states that it will "continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development". What are the details and the relevant expenditure? Among which, please list out the locations of the vacant school premises and greenfield sites for international school development by district. What will be the numbers of international school places estimated to be increased in the respective districts?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 604)

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including those provided by English Schools Foundation and other private international schools), students enrolled and vacancies by the districts in which the international schools are located in the past five school years (i.e. 2010/11 to 2014/15 school years) is set out at Annex A for illustration purpose.

According to the findings of a consultancy study completed in late 2012, in view of the expansion plan of the business community, the increase in student population from overseas families coming to Hong Kong, the local demand for international school places (Note), and the unmet demand as derived from the waiting list of schools, it is projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 primary places in the 2016/17 school year. The shortfall arises from the projected supply of 28 450 primary places and projected demand of 32 650 primary places in the 2016/17 school year. The corresponding projected supply and demand for secondary places are 26 990 and 24 550 respectively. We do not have the breakdown of the projected supply and demand by districts.

To address the projected shortfall, we have already completed the allocation of three vacant school premises for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. For the remaining projected shortfall in primary places, we are conducting a new round of school allocation exercise (SAE) to further increase the supply through allocating two vacant premises and three greenfield sites for international school

development. The results of the SAE will be available shortly. The location of the premises/sites concerned, and the expected number of places to be progressively provided at the premises/sites subject to successful allocation and timely completion of the international school development thereat are set out at Annex B.

Recurrent administrative expenditure involved in the monitoring of supply and demand of international school places and the management of SAEs will be absorbed by this Bureau.

Note: The consultancy study covered the provision of primary and secondary school places of schools operated by the English Schools Foundation, other private international schools and private independent schools.

**Number of primary and secondary international school places,  
number of students enrolled and vacancies from 2010/11 to 2014/15 school years**

	2010/11			2011/12			2012/13			2013/14			2014/15		
	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies
<b>Hong Kong</b>															
Central & Western	3 801	3 407	394	3 814	3 422	392	3 717	3 452	265	3 577	3 138	439	3 542	3 110	432
Wan Chai	3 848	3 345	503	3 275	2 909	366	2 707	2 510	197	3 133	2 991	142	3 226	2 877	349
Eastern	5 939	4 599	1 340	6 614	5 450	1 164	7 001	5 702	1 299	7 205	6 040	1 165	6 602	5 716	886
Southern	9 546	9 089	457	10 066	9 381	685	10 215	9 479	736	10 204	9 442	762	10 532	9 679	853
<i>Sub-total</i>	23 134	20 440	2 694	23 769	21 162	2 607	23 640	21 143	2 497	24 119	21 611	2 508	23 902	21 382	2 520
<b>Kowloon</b>															
Yau Tsim Mong	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sham Shui Po	540	531	9	550	532	18	550	529	21	105	83	22	105	95	10
Kowloon City	6 802	6 005	797	6 846	6 233	613	7 360	6 475	885	7 475	6 683	792	7 713	6 971	742
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	-	-	-	-	-	-	560	384	176	276	268	8	1 268	1 127	141
<i>Sub-total</i>	7 342	6 536	806	7 396	6 765	631	8 470	7 388	1 082	7 856	7 034	822	9 086	8 193	893
<b>New Territories</b>															
Sai Kung	720	719	1	720	719	1	720	717	3	1 292	1 201	91	1 314	1 241	73
Sha Tin	2 124	2 091	33	2 124	2 096	28	2 124	2 109	15	2 119	2 103	16	2 120	2 082	38
Tai Po	1 399	988	411	1 426	1 016	410	1 475	1 114	361	1 526	1 134	392	1 526	1 065	461
North	160	116	44	200	168	32	240	207	33	300	262	38	340	274	66
Yuen Long	180	69	111	240	76	164	123	65	58	123	56	67	150	41	109
Tuen Mun	-	-	-	-	-	-	731	657	74	830	821	9	953	946	7
Tsuen Wan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-	-	-	-	417	391	26	434	435	-1
Island	956	901	55	1 055	995	60	1 159	974	185	1 102	967	135	1 132	976	156
<i>Sub-total</i>	5 539	4 884	655	5 765	5 070	695	6 572	5 843	729	7 709	6 935	774	7 969	7 060	909
<b>Total</b> (rounded to the nearest 100)	<b>36 000</b>	<b>31 900</b>	<b>4 200</b>	<b>36 900</b>	<b>33 000</b>	<b>3 900</b>	<b>38 700</b>	<b>34 400</b>	<b>4 300</b>	<b>39 700</b>	<b>35 600</b>	<b>4 100</b>	<b>40 900</b>	<b>36 600</b>	<b>4 300</b>

## Notes:

- (1) Figures include English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at September of the respective years.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

**Location of the vacant school premises / greenfield sites under the current School Allocation Exercise,  
and the expected number of places to be progressively provided subject to successful allocation and  
timely completion of the international school development**

<b>Premises / Site</b>	<b>Location</b>	<b>District</b>	<b>Expected number of places to be provided</b>	<b>Expected time of school commencement</b>
Premises	Phase 1, Ap Lei Chau Estate	Southern District	580	2016/17
Premises	6 Ma Chung Road, Tai Po	Tai Po	670	2016/17
Site	Area 67, Tseung Kwan O	Sai Kung	720	2018/19
Site	Area 85, Tseung Kwan O	Sai Kung	720	2018/19
Site	Area 4, Tai Po	Tai Po	720	2018/19

Note: The actual number of places to be provided at each premises/site and the timetable for such provision will be subject to the school proposal of the successful applicant to be selected under the School Allocation Exercise.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB292**

**(Question Serial No. 5197)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What were the estimated and actual intakes of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years? Please provide a breakdown by academic year and post-secondary institution.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 605)

Reply:

On the basis of the information provided by institutions, the number of estimated intakes and actual intakes of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes by institution from the 2012/13 to 2014/15 academic years is set out at **Annexes A and B**.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2012/13 to 2014/15 Academic Year**

Institution	2012/13 Academic Year <sup>[1]</sup>				2013/14 Academic Year <sup>[1]</sup>				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	340	-	-	340	400	-	-	400	290	-	-	290
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	60	-	-	60
Caritas Institute of Higher Education	360	480	80	920	400	360	80	840	340	660	200	1 200
Centennial College	-	400	320	720	-	240	320	560	-	320	320	640
Chu Hai College of Higher Education	-	1 450	-	1 450	-	725	-	725	-	880	-	880
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448
Hang Seng Management College	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	20	20	40
HKU SPACE Po Leung Kuk Community College	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000
Hong Kong Adventist College	40	-	-	40	40	-	-	40	-	-	-	-
Hong Kong Art School <sup>[3]</sup>	55	65	-	120	55	65	-	120	80	65	-	145
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977
Hong Kong College of Technology	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005
Hong Kong Institute of Technology	460	140	90	690	662	210	130	1 002	300	250	170	720
Hong Kong Nang Yan College of Higher Education	300	-	-	300	300	-	-	300	90	120	40	250
Hong Kong Shue Yan University	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323
Kaplan Business and Accountancy School	160	-	-	160	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665
Pui Ching Academy	120	-	-	120	150	-	-	150	260	-	-	260
Sacred Heart Canossian College of Commerce	160	-	-	160	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	175	-	175	-	225	-	225
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915
The Hong Kong Institute of Education	285	271	104	660	250	355	112	717	226	380	139	745
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087

Institution	2012/13 Academic Year <sup>[1]</sup>				2013/14 Academic Year <sup>[1]</sup>				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	-	55	3 956	4 220	50	200	4 470	4 220	50	292	4 562
Tung Wah College	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215
Vocational Training Council	5 510	210	775	6 495	5 056	495	1 235	6 786	3 740	660	2 340	6 740
Yew Chung Community College	220	-	-	220	420	-	-	420	180	-	-	180
YMCA College of Careers	105	-	-	105	40	-	-	40	90	-	-	90

**Notes:**

[1] Denotes the updated figures of estimated intakes in the 2012/13 and 2013/14 academic years.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2012/13 to 2014/15 Academic Year**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	179	-	-	179	215	-	-	215	195	-	-	195
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	209	168	144	521
Caritas Institute of Higher Education	180	60	43	283	216	73	64	353	36	-	-	36
Centennial College	-	231	54	285	-	154	77	231	-	112	121	233
Chu Hai College of Higher Education	-	852	-	852	-	309	-	309	-	381	-	381
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 560	-	1 900	4 460
Hang Seng Management College	318	1 636	121	2 075	106	755	65	926	87	1 492	99	1 678
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	9	9
HKU SPACE Po Leung Kuk Community College	2 824	-	-	2 824	992	-	-	992	1 190	-	-	1 190
Hong Kong Adventist College <sup>[3]</sup>	1	-	-	1	-	-	-	-	-	-	-	-
Hong Kong Art School	93	68	-	161	54	42	-	96	60	50	-	110
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 853	-	672	3 525	1 750	-	693	2 443	1 873	136	977	2 986
Hong Kong College of Technology	206	-	-	206	336	-	-	336	376	-	-	376
Hong Kong Institute of Technology	476	51	62	589	587	71	127	785	219	267	105	591
Hong Kong Nang Yan College of Higher Education	12	-	-	12	20	-	-	20	5	7	15	27
Hong Kong Shue Yan University	-	1 354	-	1 354	-	1 495	-	1 495	-	1 274	-	1 274
Kaplan Business and Accountancy School	14	-	-	14	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 514	-	-	3 514	1 333	-	-	1 333	628	-	-	628
Pui Ching Academy <sup>[4]</sup>	-	-	-	-	3	-	-	3	-	-	-	-
Sacred Heart Canossian College of Commerce	116	-	-	116	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	155	-	155	-	178	-	178	-	129	-	129
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 410	-	163	1 573	979	-	295	1 274	1 202	-	387	1 589
The Hong Kong Institute of Education	333	295	119	747	181	350	109	640	215	359	130	704
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 654	-	2 163	5 817
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	41	-	41
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	495	1 481	951	2 927	626	264	920	1 810	856	1 727	1 342	3 925



Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	5 181	-	39	5 220	2 532	57	230	2 819	2 989	55	438	3 482
Tung Wah College	274	464	112	850	231	475	165	871	81	394	180	655
Vocational Training Council	3 695	268	920	4 883	3 662	522	1 227	5 411	3 577	501	2 214	6 292
Yew Chung Community College	56	-	-	56	44	-	-	44	86	-	-	86
YMCA College of Careers	48	-	-	48	23	-	-	23	29	-	-	29

**Notes:**

[1] Provisional figures as at early October 2014. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[4] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” Denotes no relevant programmes were offered.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB293**

**(Question Serial No. 5198)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What were the level of tuition fees of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years? Please provide a breakdown by post-secondary institution.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 605)

Reply:

On the basis of the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes by institution from the 2012/13 to 2014/15 academic years are set out at **Annex**.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution from the 2012/13 to 2014/15 Academic Year**

Institution	Average Annual Tuition Fee (\$)								
	2012/13 Academic Year <sup>[1]</sup>			2013/14 Academic Year <sup>[1]</sup>			2014/15 Academic Year <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	48,500	-	-
Caritas Institute of Higher Education	49,045 - 52,750	57,230	59,265	51,015 - 55,390	60,095 - 61,903	62,230	51,800 - 56,235	64,023 - 89,100	65,473 - 66,590
Centennial College	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000
Chu Hai College of Higher Education	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University <sup>[2]</sup>	47,250 - 56,250	-	72,000 - 90,300	47,250 - 56,250	-	61,750 - 95,700	47,250 - 56,250	-	64,350 - 100,500
Hang Seng Management College	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500
HKCT Institute of Higher Education	-	-	-	-	-	-	-	64,750	66,000
HKU SPACE Po Leung Kuk Community College	51,150	-	-	52,500	-	-	52,500	-	-
Hong Kong Adventist College	39,600	-	-	-	-	-	-	-	-
Hong Kong Art School <sup>[2]</sup>	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	48,750 - 58,720	-	63,000 - 69,300	48,750 - 66,978	-	63,000 - 82,500	47,250 - 55,000	58,720	50,463 - 108,000
Hong Kong College of Technology	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-
Hong Kong Institute of Technology <sup>[2]</sup>	35,800	42,120 - 45,000	42,120 - 45,000	37,400	45,000	45,000	42,000	57,533	55,000 - 58,800
Hong Kong Nang Yan College of Higher Education	38,000	-	-	38,000	-	-	38,000	60,000	60,000
Hong Kong Shue Yan University	-	55,000	-	-	55,000	-	-	60,000	-
Kaplan Business and Accountancy School	48,000	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-
Pui Ching Academy	39,000	-	-	41,000	-	-	41,000 - 44,000	-	-
Sacred Heart Canossian College of Commerce	43,700	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>[2]</sup>	-	266,939	-	-	279,755	-	-	282,215	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong <sup>[2]</sup>	42,000 - 49,150	-	117,600	45,225 - 49,810	-	117,600	45,140 - 57,375	-	95,000 - 119,400
The Hong Kong Institute of Education	41,800 - 46,800	72,000 - 77,500	79,267 - 93,600	48,100	72,000 - 80,000	73,500 - 84,000	48,100 - 65,000	72,000 - 84,000	72,000 - 84,000

Institution	Average Annual Tuition Fee (\$)								
	2012/13 Academic Year <sup>[1]</sup>			2013/14 Academic Year <sup>[1]</sup>			2014/15 Academic Year <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	49,200 - 54,120	-	65,100 - 105,000	50,400 - 55,440	-	66,650 - 110,000	50,400 - 55,440	-	64,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	247,759	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>[2]</sup>	43,000 - 55,800	49,600 - 62,000	49,600 - 66,133	45,000 - 66,365	52,000 - 65,000	52,000 - 77,440	48,000 - 72,700	54,600 - 68,250	54,600 - 78,667
The University of Hong Kong - HKU SPACE <sup>[2]</sup> & HKU SPACE Community College	52,500 - 62,000	57,200	72,000	52,500 - 72,000	59,200	46,200 - 108,500	52,500 - 72,000	48,000	46,200 - 108,500
Tung Wah College	52,500 - 79,200	66,000 - 99,200	66,000 - 90,600	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600	52,500 - 76,250	66,000 - 108,800	42,000 - 90,600
Vocational Training Council <sup>[2]</sup>	46,500 - 47,750	66,150 - 75,900	55,000 - 75,400	46,500 - 47,750	66,150 - 75,900	57,800 - 75,400	48,600 - 49,800	66,000 - 79,200	58,700 - 86,800
Yew Chung Community College	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-
YMCA College of Careers	43,000	-	-	44,250	-	-	46,000	-	-

**Notes:**

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

"-" Denotes no relevant programmes were offered.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB294**

**(Question Serial No. 5199)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

In the 2015/16 academic year, what are the number of places and level of tuition fees of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions? Please provide a breakdown by post-secondary institutions.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 605)

Reply:

On the basis of information provided by institutions, the number of estimated intakes of full-time locally-accredited self-financing sub-degree and undergraduate programmes (the figures for top-up degree programmes are not available) by institution for the 2015/16 academic year is set out at Annex. We do not have information on the tuition fees for the 2015/16 academic year yet.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing  
Sub-degree and Undergraduate Programmes<sup>^</sup>  
for the 2015/16 Academic Year (as at 31 January 2015)**

Institution	Estimated Intake Places <sup>#</sup>	
	Sub-degree	Undergraduate <sup>^</sup>
Caritas Bianchi College of Careers	270	-
Caritas Institute of Community Education	296	-
Caritas Institute of Higher Education	300	360
Centennial College	-	440
Chu Hai College of Higher Education	-	1 010
City University of Hong Kong - Community College of City University	2 500	-
Hang Seng Management College	-	1 242 <sup>*</sup>
HKCT Institute of Higher Education	-	25
HKU SPACE Po Leung Kuk Community College	1 900	-
Hong Kong Art School	80	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 993	120
Hong Kong College of Technology	375	-
Hong Kong Institute of Technology	400	250
Hong Kong Nang Yan College of Higher Education	90	120
Hong Kong Shue Yan University	-	1 283
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	680	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 400	-
The Hong Kong Institute of Education	126	379
The Hong Kong Polytechnic University - Hong Kong Community College	3 640 <sup>*</sup>	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 120	1 815
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 500 <sup>*</sup>	120
Tung Wah College	150	710
Vocational Training Council <sup>&amp;</sup>	3 530	650
Yew Chung Community College	60	-
YMCA College of Careers	90	-

## Notes:

<sup>^</sup> Including 940 subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.

<sup>#</sup> Figures are provided by institutions for planning of intake places. They may not be the admission targets of individual institutions. Updated figures will also be provided periodically.

<sup>\*</sup> Provisional figure provided by institution.

<sup>&</sup> Excluding subvented programmes.

“-” Indicates that no such programmes will be offered by the institutions.

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**CONTROLLING OFFICER'S REPLY**

**EDB295**

**(Question Serial No. 5201)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding pre-primary education, please provide the number of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and kindergartens not joining the PEVS as well as the number of school places and average school fees of these kindergartens by District Council district in the past 3 years.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 606)

Reply:

The number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and the number of school places and average school fees of these KGs by District Council district in the past 3 years are tabulated at Appendix 1. For local KGs not joining the PEVS, relevant information is tabulated at Appendix 2.

Number of local non-profit-making kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and number of school places and average school fees of these KGs by District Council district from the 2012/13 to 2014/15 school years

District	2012/13 school year				2013/14 school year				2014/15 school year			
	No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees	
			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)
Central & Western	23	4 999	35,900	22,800	23	4 993	38,800	24,300	23	5 078	42,000	26,600
Wan Chai	15	3 820	35,600	21,300	14	3 418	38,600	21,600	13	2 214	42,400	25,400
Eastern	59	11 206	34,400	22,000	57	10 636	36,600	22,900	57	10 461	39,100	24,800
Southern	18	2 967	33,000	20,200	17	2 799	34,900	21,300	17	2 843	37,500	23,600
Sham Shui Po	39	9 405	34,200	20,600	39	9 523	36,200	21,900	39	9 882	39,300	24,200
Yau Tsim Mong	29	5 192	34,400	22,300	28	4 830	36,400	22,600	28	4 876	40,000	24,500
Kowloon City	44	11 379	36,000	22,600	40	9 063	37,200	23,500	40	9 278	40,200	26,100
Wong Tai Sin	44	7 440	30,500	17,500	44	7 481	32,700	18,200	45	7 629	36,100	21,100
Kwun Tong	67	14 019	31,500	19,700	68	13 527	33,100	20,400	68	13 675	36,200	22,400
Tsuen Wan	30	6 226	33,500	21,900	28	5 654	35,700	22,600	30	5 982	38,500	25,500
Tuen Mun	57	11 920	31,800	19,800	58	12 284	33,600	21,100	57	12 857	36,400	23,100
Yuen Long	65	15 136	31,400	18,500	66	15 808	33,300	20,100	66	16 407	36,600	22,600
North	41	10 700	32,200	19,400	40	10 780	34,200	20,200	40	11 474	37,500	21,700
Tai Po	26	4 932	32,800	20,200	25	5 072	33,800	21,200	25	5 157	37,000	23,500
Sha Tin	56	11 415	31,600	21,000	56	11 798	33,300	21,900	56	12 113	36,000	24,200
Sai Kung	42	7 279	32,100	19,500	41	7 179	34,000	20,800	41	7 199	37,300	23,900
Islands	22	3 442	30,700	18,900	22	3 342	32,400	20,000	22	3 215	35,200	22,200
Kwai Tsing	58	11 013	33,000	21,200	58	11 020	34,700	22,800	57	11 033	38,000	25,400

Note 1: Position as at September of the school year. Accommodation in vacant classroom not counted.



Number of local kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) and number of school places and average school fees of these KGs by District Council district from the 2012/13 to 2014/15 school years

District	2012/13 school year				2013/14 school year				2014/15 school year			
	No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees	
			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)
Central & Western	4	326	87,500	58,300	5	324	99,200	60,800	6	350	104,000	65,600
Wan Chai	6	2 500	67,200	50,300	7	2 981	71,500	42,700	8	4 309	75,900	38,000
Eastern	13	3 226	72,100	48,800	16	3 844	75,700	50,700	17	3 895	84,700	53,300
Southern	6	874	73,700	52,400	8	1 041	81,100	56,500	8	1 050	90,800	60,900
Sham Shui Po	3	619	33,600	19,900	3	645	35,300	20,600	3	703	38,800	23,600
Yau Tsim Mong	6	1 296	47,400	52,600	7	1 687	49,700	54,100	7	1 644	41,700	56,600
Kowloon City	29	11 751	76,100	38,800	34	14 398	78,300	44,200	35	14 262	80,100	45,200
Wong Tai Sin	3	915	36,000	32,400	3	957	38,400	33,300	3	967	42,000	33,700
Kwun Tong	2	167	--	23,100	2	408	--	29,500	2	408	--	30,300
Tsuen Wan	6	926	50,100	37,300	9	1 579	51,800	36,900	9	1 515	53,200	36,400
Tuen Mun	4	541	50,200	29,300	3	566	50,000	29,000	4	697	54,400	31,000
Yuen Long	7	1 909	55,800	38,100	6	1 931	59,000	41,100	5	1 809	72,200	55,400
North	5	849	53,400	33,900	6	1 448	55,600	34,100	7	1 640	58,500	35,200
Tai Po	6	1 260	60,800	37,400	7	1 591	62,600	40,800	7	1 671	61,800	43,200
Sha Tin	10	1 741	51,900	36,400	13	2 145	57,100	39,100	13	2 299	62,500	43,300
Sai Kung	10	1 684	54,100	37,800	10	1 946	56,700	40,200	10	1 945	62,100	43,600
Islands	3	651	67,300	51,200	3	689	67,300	54,400	3	687	70,700	57,200
Kwai Tsing	3	526	23,300	40,500	3	521	23,300	41,800	3	547	23,300	44,600

Note 1: Position as at September of the school year. Accommodation in vacant classroom not counted.

- End -

**CONTROLLING OFFICER'S REPLY****EDB296****(Question Serial No. 5202)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- (a) What were the details and amount of the subsidy (including those for the Pre-primary Education Voucher Scheme, Kindergarten and Child Care Centre Fee Remission Scheme, refund of rent, rates and government rent, Child Care Centre Subsidy Scheme and training of principals and teachers) provided by the Government for pre-primary education in the past 3 years?
- (b) What are the details of and the estimated expenditure for the subsidy (including those for the Pre-primary Education Voucher Scheme, Kindergarten and Child Care Centre Fee Remission Scheme, refund of rent, rates and government rent, Child Care Centre Subsidy Scheme and training of principals and teachers) provided by the Government for pre-primary education in 2015-16?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 606)

Reply:

(a) and (b)

Details of Government subsidy for pre-primary education are as follows:

- (i) Under the Pre-primary Education Voucher Scheme (PEVS), non-means-tested direct fee subsidy, in the form of voucher, is provided for parents with eligible children studying in kindergartens (KGs) to defray school fees.
- (ii) Fee remission is provided for KG children from needy families under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) on top of the non-means-tested fee subsidy under the PEVS.
- (iii) Rental subsidy is provided under the Rent Reimbursement Scheme to eligible non-profit-making (NPM) KGs to meet the rent expenses. NPM KGs may also claim full refund of rates and government rent for their school premises.
- (iv) Financial assistance is provided under the Child Care Centre Subsidy Scheme (CCCCSS) to eligible NPM child care centres rendering services for children below the age of three.
- (v) Various professional training courses on early childhood education (ECE) are provided for KG principals and teachers for professional upgrading and development. For the 2007/08 to 2011/12 school years, principals and teachers of KGs not under the PEVS were provided with course fee subsidy up to 50% of the approved certificate or degree courses in ECE. To provide further support for the professional upgrading of principals and teachers, course fee reimbursement was offered for serving KG

principals and teachers under the PEVS if they pursue a relevant approved ECE course in the 2012/13 and/or 2013/14 school year(s) and can successfully complete the course before the end of the 2013/14 school year.

The respective expenditure incurred from 2012-13 to 2015-16 are as follows:

	2012-13	2013-14	2014-15	2015-16
	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)	(Estimate)
(i) PEVS*	2,128.1	2,428.6	2,564.6	3,082.7
(ii) KCFRS	395.3	465.8	544.9	608.0
(iii) Refund of rent, rates and government rent	202.5	218.8	243.2	262.8
(iv) CCCSS	14.6	15.2	15.9	17.5
(v) Principal and teacher training #	7.3	1.0	4.5	0.9

\* Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

# There is a drastic drop in the actual expenditure for 2013-14 as the commissioned In-service ECE Course was completed and no payment is required for 2013-14. As for the course fee reimbursement for those who successfully completed the relevant approved courses by the end of the 2013/14 school year, the number of principals and teachers applying for reimbursement in 2014-15 was larger than that in 2013-14 and no payment is required for 2015-16.

- End -

**CONTROLLING OFFICER'S REPLY****EDB297****(Question Serial No. 5203)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Education Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- a) What are the respective numbers of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes in the past 3 years?
- b) What are the respective numbers and percentages of wastage as well as lengths of service, salaries, academic qualifications and average ages of kindergarten teachers in whole-day and half-day kindergartens in the past 3 years?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 607)

Reply:

- (a) The respective number of teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years is tabulated below:

School Year	2012/13	2013/14	2014/15 (provisional)
No. of teachers in local WD KGs	2 079	2 197	2 309
No. of teachers in local HD KGs	3 191	3 246	3 546
No. of teachers in local KGs with both HD and WD classes	5 809	6 169	6 232

- (b) The number and percentage of wastage, average years of service, average salary, academic qualifications and average age of KG teachers in local WD KGs, HD KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years are provided at the Appendix.

**Teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years**

**2012/13 school year**

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	139 (6.8%)	263 (8.9%)	461 (8.6%)
Average years of service	13.0	14.0	14.0
Average salary per month	\$20,058	\$19,373	\$17,276
Number of teachers with Certificate in Early Childhood Education or above	1 956	2 664	4 775
Average age	34.9	36.7	36.9

**2013/14 school year**

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	136 (6.5%)	263 (8.2%)	491 (8.5%)
Average years of service	12.9	13.8	13.9
Average salary per month	\$20,904	\$20,340	\$18,271
Number of teachers with Certificate in Early Childhood Education or above	2 090	2 776	5 305
Average age	35.0	36.7	36.9

**2014/15 school year (provisional)**

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	161 (7.3%)	280 (8.6%)	627 (10.2%)
Average years of service	12.8	13.5	13.5
Average salary per month	\$21,443	\$21,136	\$18,982
Number of teachers with Certificate in Early Childhood Education or above	2 235	3 097	5 591
Average age	34.9	36.5	36.4

\* The number and percentage of wastage refer to the number and percentage of regular teachers in local KGs of the previous school year who did not serve in any KG in the 12-month period prior to mid-September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB298****(Question Serial No. 5204)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

- a) In the 2014/15 school year, what are the details of work and expenditure regarding improving the learning and teaching of the English Language in primary schools by the Education Bureau?
- b) In the 2015/16 school year, what are the details of work plan and estimated expenditure regarding improving the learning and teaching of the English Language in primary schools by the Education Bureau?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 608)

Reply:

(a)and (b)

In the 2014-15 financial year, we have been implementing various measures for improving the learning and teaching of English Language in primary schools. The estimated expenditure in 2014-15 financial year is \$404.54 million, of which \$35.64 million is from the Language Fund. In 2015-16 financial year, we will continue to improve the learning and teaching of English Language in primary schools. The estimated expenditure for the initiatives in 2015-16 financial year is \$427.62 million, of which \$26.4 million is from the Language Fund.

Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.

No.	Name of Project	Details
<b>B. School-based support</b>		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
<b>C. Professional development</b>		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
<b>D. Creating a facilitating environment for English learning</b>		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173 Student Financial Assistance Agency

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB299**

**(Question Serial No. 5205)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (2) Primary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- (a) What progress did the Education Bureau achieve in extending the School-based Educational Psychology Service among public sector primary schools in the 2014/15 school year? What was the expenditure involved?
- (b) What work plans does the Administration have for extending the School-based Educational Psychology Service among public sector primary schools in the 2015/16 school year? What is the estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 609)

Reply:

(a)  
In the 2014/15 school year, 341 public sector primary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 75% of all public sector primary schools. The expenditure (revised estimate) for the provision of SBEPS covering public sector primary schools is about \$43 million.

(b)  
It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. In the 2015/16 school year, we anticipate an additional number of 50 primary schools to be provided with SBEPS, covering about 87% of all public sector primary schools. The estimated expenditure is about \$58 million.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB300**

**(Question Serial No. 5206)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (2) Primary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

The Bureau mentions that it will continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language. What were the details and expenditure of the above task in the 2014/15 school year? What are the details and estimated expenditure of the relevant task in the 2015/16 school year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 610)

Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework”, the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures for the 2014/15 and 2015/16 school years are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7  Note	210.0  Note
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0  Note	3.0  Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students)	2.0	5.2

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
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Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB301**

**(Question Serial No. 5210)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (2) Primary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) In the 2014/15 school year, how many primary students were benefited from the scheme of providing free lunch at schools for eligible needy primary students? What was the expenditure involved?
- b) In the 2015/16 school year, what will be the estimated expenditure for the scheme of providing free lunch at school for eligible needy primary students by the Bureau? What is the number of students expected to be benefited?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 614)

Reply:

- a) Primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme are eligible for free lunch at school. For the 2014/15 school year, it is estimated that about 66 000 students would benefit and about \$202 million has been earmarked.
- b) As regards the 2015/16 school year, for budgetary purposes, it is estimated that the number of beneficiaries would be 69 000 and a provision of about \$211 million has been earmarked.

- End -

**CONTROLLING OFFICER'S REPLY****EDB302****(Question Serial No. 5211)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

- a) In the 2014/15 school year, what were the specific work and expenditures of the Bureau to “support schools to enhance life planning and career guidance services”? How did the Bureau monitor and assess the effectiveness of the schools’ implementation of life planning services?
- b) In the 2015/16 school year, what are the specific work and estimated expenditure of the Bureau to “support schools to enhance life planning”?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 615)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level. Within the first six months of the 2014/15 school year, EDB has conducted advisory visits to about 140 schools. Based on observations from the school visits, schools are taking forward life planning education in a more systematic and co-ordinated manner, embracing a paradigm shift from career information dissemination to embodying the essence of life planning education through a holistic approach. Work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism are in place. According to the needs of individual schools and the school-based targets set, a variety of strategies and life planning education programmes/activities were devised and planned. The contents of these programmes/activities cover key elements such as promoting students’ self-understanding, supporting their goal setting, decision making, development of positive work attitude and value, understanding different careers and the world of work, etc. During the school visits, EDB inspectors would engage in professional dialogue with the school guidance teams and render advice on improvements to the work plans and deployment of resources to enhance schools’ forward planning. Where necessary, EDB will conduct follow up visits.

Other than the provision of CLP Grant, EDB has taken forward measures to strengthen professional support for schools and teachers in implementing life planning education. The “Guide on Life Planning Education and Career Guidance for Secondary School” has been issued to set out the details of implementation of life planning education for schools’ reference. To enhance the capacity of teachers, the number of structured teacher training places on life planning will be increased from 80 to 240. In tandem, four Professional

Development Schools (PDSs) have been identified to provide a platform for sharing of effective practices and professional interflow among school personnel. A teacher network has also been established since January 2015 to facilitate career teachers to share experience in designing practical learning and teaching materials. Since September 2014, a number of district-based networking activities have been organized for schools in Kowloon City, Kwun Tong, Hong Kong East, North and Tai Po districts.

With a view to galvanizing collective efforts to promulgate life planning education, three briefing sessions for over 1,000 school principals and teachers from the public sector secondary schools have been conducted. Relevant topics on life planning education have also been incorporated in the training for school managers scheduled for the period from December 2014 to June 2015.

In the 2015/16 school year, EDB will continue to enhance the support services provided for schools, including identifying PDSs to share good practices; provision of structured teacher training for teachers; collaborating with the business sector, tertiary institutions and the Qualifications Framework Secretariat in organizing training and activities for principals, teachers, students and parents; revamping the career guidance website to provide teachers, students and parents with more life planning information; and arranging different activities for parents to enhance their understanding about the importance of life planning education. Other than the development of two resources packages namely “Career Mapping” and “Finding Your Colours of Life” in partnership with Hong Kong Association of Career Masters and Guidance Masters, EDB will encourage schools to use different career interest tools and share their practical experiences in supporting students in life planning.

EDB will also expand the Business-School Partnership Programme (BSPP) to provide students with more career exploration opportunities so that they can get prepared for work and life in the society. We will mobilise more business organisations to forge closer partnership with schools. Our target is to increase the number of business partners from 120 in the 2014/15 school year to 165 in the 2017/18 school year. We will also encourage schools to integrate BSPP activities into the school curriculum; promote BSPP activities and organize experience-sharing sessions for BSPP partners and schools as well as to extend the BSPP activities to cover principals, teachers and parents so as to strengthen the support for students.

The total expenditure for the provision of professional training and CLP Grant at the 2014 salary level for the 2014/15 school year is estimated to be \$266.4 million. Besides, over a three-year period as from the 2015/16 school year, EDB plans to commission non-governmental organisations, on a pilot basis, to organize work experience programmes for non-Chinese speaking students and students with specific learning difficulties. We will review and consolidate the key elements of effective business-school partnership practices to feedback to planning and to facilitate the setting up of a platform to showcase the exemplars in three years. \$16.563 million has been earmarked for the pilot.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB303**

**(Question Serial No. 5212)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- a) How many schools in Hong Kong have currently formed sister schools with schools in the Mainland? Regarding the sister schools formed between Hong Kong and the Mainland, does the Bureau have any guidelines or measures to assess the effectiveness?
- b) The Bureau mentioned that it “plans to provide financial and professional support on a pilot basis to local public sector and Direct Subsidy Scheme schools having formed sister school with schools in the Mainland to further promote professional interflow among them”. What are the details and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 616)

Reply:

- (a) Since 2004, about 300 primary and secondary schools in Hong Kong have formed sister school(s) with schools in the Mainland. Exchange activities between sister schools have all along been jointly arranged by the schools concerned in collaboration and consultation with each other based on their development and operational needs. Over the years, the Education Bureau (EDB) has collected views from participating Hong Kong schools through different means, such as surveys, sharing sessions and seminars conducted from time to time as well as day-to-day contacts. It is generally agreed that sister schools have served as a platform and network for professional interflow and cooperation between local and Mainland schools.
- (b) Subject to the approval of the Finance Committee, EDB plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. We will provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB304****(Question Serial No. 5213)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In view of the drop of secondary student population in the coming few years, and the student enrolment and even viability of various self-financing post-secondary institutions will be directly affected, have the Administration formulated targeted measures to support self-financing post-secondary institutions in exploring new development directions. If yes, what are the details and estimated expenditure of such measures. If not, what are the reasons?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 617)

Reply:

The Government is committed to providing secondary school leavers with flexible and diversified articulation pathways with multiple entry and exit points through promoting the quality and sustainable development of the publicly-funded and self-financing post-secondary education sectors. Through the development of both sectors, about 46% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree places, nearly 70% of them have access to post-secondary education.

Looking ahead, we anticipate a declining population in the relevant age cohort for post-secondary education in view of the continuous decline expected in the number of local secondary school leavers from about 65 500 in 2014 to 42 700 in 2022. We believe it is time to consolidate the sub-degree sector by enhancing the quality of programmes and giving careful consideration to the quantity. The Committee on Self-financing Post-secondary Education established in April 2012 serves as an effective platform for discussing among the sector macro and strategic issues, including the supply and demand of places for post-secondary education to facilitate institutions in making appropriate adjustments to their programmes and number of places.

Regarding quality, we firmly believe that only quality programmes could ensure sustainable development. Institutions are aware that they must improve the quality of teaching and learning and promote the development of professional and vocational training with due regard for the long-term manpower needs of the community, so as to ensure employers' recognition of the quality of graduates and the qualifications that programmes lead to. To support the quality and sustainable development of the self-financing post-secondary education sector, we have implemented a basket of measures including land at nominal premium and Government premises at nominal rent; interest-free start-up loans; a \$3.52 billion Self-financing Post-secondary Education Fund to provide scholarships and support quality enhancement efforts of institutions; a \$3 billion Research Endowment Fund to support research activities of the local self-financing degree sector; Matching Grant Scheme; and student finances.

Regarding quantity, the Education Bureau has been maintaining communication with the sector. In the



light of the declining secondary student population in the coming years, we have on a number of occasions discussed with institutions the strategies and issues relating to the consolidation of the sub-degree sector, and reminded them to exercise prudence in launching new programmes, taking into consideration the availability of similar programmes and the demand for the programmes to be offered.

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**CONTROLLING OFFICER'S REPLY**

**EDB305**

**(Question Serial No. 5214)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Bureau has granted start-up loans to various post-secondary institutions over the past years. In this connection, what are the amount of loans obtained by and the loan repayment situation of individual institutions at present?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 617)

Reply:

In 2001, the Government launched the Start-up Loan Scheme (SLS) to provide interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment. Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years. As at February 2015, 38 loans amounting to a total of about \$7 billion were approved. 13 loans have been fully repaid and the total amount of outstanding loan is about \$4.4 billion. Details of the approved loans and loan repayment are set out at Annex.

**List of Loans Approved under the  
Start-up Loan Scheme for Post-secondary Education Providers  
(as at 28 February 2015)**

<b>No.</b>	<b>Applicant</b>	<b>Operator</b>	<b>Approved Loan Amount (\$)</b>	<b>Outstanding Loan Amount (\$) (Note)</b>	<b>Date of Final Repayment</b>
1	The University of Hong Kong	HKU School of Professional and Continuing Education	35,402,000	0	July 2012
2	The University of Hong Kong*	HKU School of Professional and Continuing Education	176,124,000	32,515,200	March 2022
3	Hong Kong Baptist University	School of Continuing Education	86,201,000	0	May 2012
4	The Hong Kong Polytechnic University	Hong Kong Community College	32,700,000	0	July 2013
5	Lingnan University	The Community College at Lingnan University	10,597,000	0	July 2013
6	Lingnan University*	The Community College at Lingnan University	205,735,000	68,578,330	April 2024
7	The Hong Kong Institute of Education	School of Continuing and Professional Education	15,000,000	0	April 2013
8	The Chinese University of Hong Kong	School of Continuing and Professional Studies	135,274,000	0	September 2012
9	Caritas-Hong Kong	Caritas Bianchi College of Careers	15,000,000	0	September 2012
10	City University of Hong Kong	Community College of City University	44,756,000	0	July 2013
11	Vocational Training Council	School of Business and Information Systems	266,400,000	0	March 2012
12	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	7,148,000	0	February 2013
13	Education and Learning Institute (Hong Kong) Limited	The Hong Kong Learning Community College	4,000,000	0	September 2005
14	The University of Hong Kong*	HKU School of Professional and Continuing Education	279,256,000	148,936,532	September 2026

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
15	Hong Kong Baptist University*	School of Continuing Education	359,200,000	191,573,330	February 2027
16	Caritas - Hong Kong*	Caritas Bianchi College of Careers	188,000,000	131,600,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	424,714,000	297,299,800	November 2028
18	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College*#	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College	346,050,000	184,560,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	458,100,000	343,575,000	September 2029
20	City University of Hong Kong*	Community College of City University and City University of Hong Kong	599,500,000	0	August 2013
21	Po Leung Kuk*	HKU SPACE Po Leung Kuk Community College	254,000,000	177,800,000	January 2029
22	The Open University of Hong Kong	The Open University of Hong Kong	120,000,000	48,000,000	October 2018
23	HKCT Group Limited	Hong Kong College of Technology	10,875,000	0	September 2012
24	Hang Seng School of Commerce	Hang Seng Management College	32,400,000	9,720,000	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	22,743,000	6,822,900	November 2017
26	Hong Kong Arts Centre	The Hong Kong Art School	5,500,000	2,750,000	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	29,000,000	17,400,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	40,344,000	28,240,800	February 2022
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	350,000,000	350,000,000	Subject to date of final drawdown
30	The Open University of Hong Kong	The Open University of Hong Kong	317,000,000	285,300,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	308,000,000	246,400,000	February 2023

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
32	International Education and Academic Exchanges Foundation Company Limited	Hong Kong Institute of Technology	11,000,000	9,900,000	March 2024
33	The Chinese University of Hong Kong	School of Continuing and Professional Studies	40,000,000	32,000,000	February 2023
34	Caritas - Hong Kong	Caritas Institute of Higher Education	300,000,000	300,000,000	Subject to date of final drawdown
35	Vocational Training Council	Technological and Higher Education Institute of Hong Kong	670,000,000	670,000,000	Subject to date of final drawdown
36	Hong Kong Arts Centre	Hong Kong Art School	2,500,000	2,250,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	800,000,000	800,000,000	Subject to date of final drawdown
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	30,000,000	30,000,000	Subject to date of final drawdown
<b>Total</b>			<b><u>7,032,519,000</u></b>	<b><u>4,415,221,892</u></b>	

Note: Outstanding Loan Amount refers to the Approved Loan Amount (i.e. including the amount approved but not yet disbursed to institutions) less repayment from institutions.

\* Loans with approval granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.

# Loan transfer to Tung Wah Group of Hospitals was approved by the Education Bureau in July 2012.

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**CONTROLLING OFFICER'S REPLY**

**EDB306**

**(Question Serial No. 5215)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Please list out the programmes self-financing institutions ceased to operate and the reasons for cessation in the past 3 years.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 617)

Reply:

According to the information provided by institutions to the Information Portal for Accredited Post-secondary Programmes (iPASS) under the Education Bureau, the list of full-time locally-accredited self-financing sub-degree, undergraduate and top-up degree programmes which ceased to operate by institutions in the 2013/14 to 2015/16 academic years is at Annex.

The self-financing sector helps diversify the post-secondary education sector in Hong Kong and provide our young people with quality and diversified study pathways. By responding quickly to changing society needs, the self-financing sector plays a pivotal role in upgrading the quality of the human resources in Hong Kong by offering a wide array of programmes for school leavers, our workforce and the community at large. The self-financing post-secondary institutions enjoy a high degree of autonomy in academic and programme planning. Generally speaking, on operation of post-secondary programmes, institutions will take into consideration relevant factors such as their mission and vision, development plans and demand of the programmes in the market, etc.

**List of Full-time Locally-Accredited Self-financing Programmes Ceased to Operate by Institution  
from the 2013/14 to 2015/16 Academic Year**

<b>Academic Year</b>	<b>Institution</b>	<b>Name of Programme</b>	<b>Level</b>
2013/14	Hong Kong Baptist University - College of International Education	Associate of Arts in Wealth Management	Sub-degree
	Hong Kong Institute of Technology	Bachelor of Business	Degree
		Bachelor of Information Technology	Degree
		Bachelor of Business - Year 3 Entry	Top-up degree
		Bachelor of Information Technology - Year 3 Entry	Top-up degree
	Lingnan University - The Community College at Lingnan University	Associate of Social Sciences (Behavioral Sciences) Programme	Sub-degree
	Sacred Heart Canossian College of Commerce	Higher Diploma in Business Studies	Sub-degree
	The Hong Kong Polytechnic University	Bachelor of Arts (Honours) in Translation and Interpreting Studies	Top-up degree
	The Open University of Hong Kong	Bachelor of Science with Honours in Computing (3-year Full-time)	Degree
		Bachelor of Social Sciences (Hons) (Full-time) - Year 3 entry	Top-up degree
	The University of Hong Kong - HKU SPACE Community College	Associate of Applied Science in Information Technology	Sub-degree
		Higher Diploma in Business Systems	Sub-degree
	Vocational Training Council	Higher Diploma in Financial Services	Sub-degree
		Higher Diploma in IT for Business	Sub-degree
2014/15	City University of Hong Kong	Bachelor of Arts (Honours) in English for the Professions	Top-up degree
		Bachelor of Arts (Honours) in Integrated Strategic Communication	Top-up degree
		Bachelor of Arts (Honours) in Language Studies	Top-up degree
		Bachelor of Business Administration (Honours) in Management Science	Top-up degree
		Bachelor of Business Administration (Honours) in Managerial Statistics	Top-up degree
		Bachelor of Business Administration (Honours) in Service Operations Management	Top-up degree
		Bachelor of Social Sciences (Honours) in International Studies	Top-up degree
	City University of Hong Kong - School of Continuing and Professional Education	Bachelor of Science (Honours) in Business Information Technology	Top-up degree
	Hong Kong Adventist College	Associate in Business	Sub-degree
	Hong Kong College of	Higher Diploma in Business Administration (China	Sub-degree

<b>Academic Year</b>	<b>Institution</b>	<b>Name of Programme</b>	<b>Level</b>
	Technology	Business)	
	The Open University of Hong Kong	Bachelor of Arts (Hons) in Chinese Language and Literature (Full-time) - Year 3 Entry	Top-up degree
	The University of Hong Kong - HKU SPACE Community College	Associate of Applied Science in Practical Chinese Medicine	Sub-degree
	Tung Wah College	Higher Diploma in Nursing	Sub-degree
	Vocational Training Council	Higher Diploma in Communication and New Media Management	Sub-degree
2015/16#	No programme has ceased to operate		

Note:

# Based on the provisional programme information provided by institutions as at end of February 2015.

--END--



**CONTROLLING OFFICER'S REPLY****EDB307****(Question Serial No. 5262)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

a) In June last year, the City University of Hong Kong (CityU) announced the plan to sell the Community College of City University, which was established by CityU to provide self-financing associate degree programmes. Has the Administration received any notification from CityU about the matter? If yes, what are the details? Will the Administration take any follow-up action? If yes, what are the details and expenditure? If no, what are the reasons?

b) Has the Administration received any request for assistance from the students or staff of the College?

c) In 2015/16, will the Government earmark expenditure or formulate any work plans to monitor the cessation of operation of self-financing institutions or to provide assistance to teachers and students affected by the cessation? If yes, what are the estimated expenditure and work plan involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 15)

Reply:

a) and b)

Post-secondary institutions in Hong Kong enjoy a high degree of autonomy in academic development and administration. The eight institutions funded through the University Grants Committee (UGC), including the City University of Hong Kong (CityU), are autonomous statutory bodies, each with its own ordinance. While enjoying a high degree of institutional autonomy in academic development and administration, each institution should be mindful of the interests of the students and the public and be held accountable for their decisions.

Generally speaking, UGC-funded institutions may decide on the setting up of their self-financing operations and the future development of these establishments on their own without the need to seek the approval of the Education Bureau (EDB). That said, institutions should ensure that self-financing activities do not detract from their core work and have distinct separation of resources from publicly-funded programmes. As for issues involving staff and students, institutions should also ensure that there is adequate consultation and communication as well as reasonable arrangements.

CityU had previously informed EDB of its ideas on the future development of its Community College of City University (CCCU). Given the possible impacts of the development on its staff and students, EDB had made it clear to CityU that any arrangements had to take into account the interests of the existing staff and students, as well as the quality and recognition of programmes. Subsequently, it is noted that the Council of CityU announced in November 2014 the approval of the proposal for CCCU to form a strategic alliance with the University of Wollongong, Australia.

EDB has not received any requests for assistance from the students or staff of CCCU. We would continue to keep in view the future development of CCCU.

c)

It is the Government's policy to support the parallel development of the publicly-funded and the self-financing post-secondary education sectors. Looking ahead, we anticipate a declining population in the relevant age cohort for post-secondary education in view of the continuous decline expected in the number of local secondary school leavers from about 65 500 in 2014 to 42 700 in 2022. We believe it is time to consolidate the sub-degree sector by enhancing the quality of programmes and giving careful consideration to the quantity. On this, EDB has been maintaining communication with the self-financing post-secondary education sector. In the light of the declining secondary student population in the coming years, we have on a number of occasions discussed with institutions the strategies and issues relating to the consolidation of the sub-degree sector, and reminded them to exercise prudence in launching new programmes, taking into consideration the availability of similar programmes and the demand for the programmes to be offered. We shall continue to monitor the situation as part of our existing duties.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB308**

**(Question Serial No. 5263)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (2) Primary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the School-based After-school Learning and Support Programmes (the Programme), please advise on the following:

- a) the details, expenditure, numbers of schools and students benefited from the Programme in the 2014/15 school year.
- b) the details, estimated expenditure, numbers of schools and students expected to be benefited from the Programme in the 2015/16 school year.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 16)

Reply:

- a) To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (the Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations are provided with the School-based Grant (SBG) and Community-based Project Grant (CBP) respectively to organize after-school activities for eligible participating students, i.e. Primary 1 to Secondary 6 students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance (SFA) Schemes.

Upon review of the utilisation of funding under the Programme, we have, starting from the 2014/15 school year, enhanced the flexibility of the SBG by increasing the discretionary quota allowed for schools from 10% to 25% to benefit more needy students who are identified by schools but not in receipt of CSSA or full grant assistance. Besides, schools are allowed to use the provision for procurement of necessary materials/equipment and for subsidising the travelling expenses of participating students, subject to the ceiling of 5% of the provision entitled. In tandem, to increase the opportunity of needy students to participate in after-school activities organised by schools, we have provided eligible schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) with an incentive funding (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision).

As from the 2014/15 school year, the total funding earmarked for the Programme is about \$240 million each year. In the 2014/15 school year, about \$113 million is for the SBG involving 884 schools and about 200 000 eligible students while about \$127 million is for the CBP involving 175 non-governmental organisations with a total of about 530 projects and about 93 000 eligible students.

- (b) For the 2015/16 school year, the enhanced measures of the Programme as set out in (a) above to provide greater flexibility and incentive funding to schools will continue. In line with the past practice, the EDB annual circular to invite schools to join the Programme in the 2015/16 school year will be issued in May 2015. The number of schools to be receiving the SBG and the number of students to benefit from the Programme in the 2015/16 school year are not available at this stage.

- End -

**CONTROLLING OFFICER'S REPLY****EDB309****(Question Serial No. 5264)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

Regarding the New Senior Secondary curriculum:

- (a) Did the Education Bureau undertake any review or reform of the New Senior Secondary curriculum in the 2014/15 school year? If yes, what were the review findings, reform details and expenditures involved?
- (b) Will the Education Bureau undertake any review or reform of the New Senior Secondary curriculum in the 2015/16 school year? If yes, what will be the work plans and estimated expenditures?
- (c) Did the Education Bureau undertake any review or reform of the Liberal Studies under the New Senior Secondary curriculum in the 2014/15 school year? If yes, what were the review findings, reform details and expenditures involved?
- (d) Will the Education Bureau undertake any review or reform of the Liberal Studies under the New Senior Secondary curriculum in the 2015/16 school year? If yes, what will be the work plans and estimated expenditures? Will any public consultation be conducted on this?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 17)**Reply:**

The Education Bureau (EDB), Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have jointly launched the New Academic Structure (NAS) medium-term review since October 2013, to be conducted in stages through the 2013/14 and 2014/15 school years, with the final batch of recommendations on the senior secondary curriculum and assessment expected to be announced by July 2015 or before.

The first batch of recommendations on four subjects was announced in April 2014, details as follows:

<b>Subject</b>	<b>Recommendations</b>
Chinese Language	<ul style="list-style-type: none"> <li>- Alongside with continuing to recommend free choices of classical texts, introduction of 12 classical set texts at S4 in 2015/16, leading to the 2018 Hong Kong Diploma of Secondary Education (HKDSE) Examination</li> <li>- Corresponding changes in Paper 1 of the HKDSE Examination</li> </ul>
Chinese Literature	<ul style="list-style-type: none"> <li>- Revision of 2 set texts at S4 in 2015/16, leading to the 2018 HKDSE</li> </ul>

Subject	Recommendations
	Examination <ul style="list-style-type: none"> <li>- Exploration into the possibility of further streamlining the SBA requirements</li> <li>- Revisiting the timeline for the implementation of SBA</li> </ul>
Liberal Studies (Independent Enquiry Study)	<ul style="list-style-type: none"> <li>- Adoption of a structured enquiry approach with clear guidelines for the conduct of Independent Enquiry Studies (IES)</li> <li>- Further streamlining arrangements such as requiring candidates to submit only one final report for assessment and cancelling the submission of the Process mark</li> <li>- Related modification of the IES assessment framework at S4 in 2014/15, leading to the 2017 HKDSE Examination</li> </ul>
Business, Accounting and Financial Studies (BAFS)	<ul style="list-style-type: none"> <li>- Adoption of separate grading and reporting of the subject results for candidates taking different elective modules with effect from the 2015 HKDSE Examination (for S6 students in 2014/15), with no change in the curriculum coverage, mode of assessment or question-setting of the papers</li> <li>- Closely monitoring and reviewing the existing curriculum and assessment framework of the trimmed BAFS curriculum (first examination to be conducted in 2016) and the implementation of separate grading and reporting of the subject results; in parallel, starting the ground work for developing the separate subject(s)</li> <li>- The ultimate way forward will be subject to thorough discussion and consultation by the end of 2016, while holding steadfast to the ultimate goals of the senior secondary curriculum under the New Academic Structure</li> </ul>

In the second stage of the medium-term review, a three-month public consultation was launched from November 2014 to February 2015 to collect views and feedback on the NAS from all stakeholders through multiple channels such as meetings, forums, focus groups and written submission, which also included a questionnaire survey to consult schools on recommendations at the system level such as School-based Assessment, as well as at subject level such as updating curricular contents and streamlining public examination arrangements in some subjects, including Liberal Studies. For Liberal Studies, the areas of recommendations for consultation included curriculum implementation, public assessment, support measures and the direction for the future development of the subject. EDB is processing the feedback collected and will submit them to the relevant CDC and HKEAA committees and working groups for professional discussion on the recommendations, which will further inform deliberations at the joint CDC-HKEAA Public Examinations Board meeting on the last batch of recommendations to be announced by July 2015 or before.

After the announcement of the last batch of recommendations under the medium-term review, future review of the curriculum and assessment of each subject, including Liberal Studies, will be conducted following the renewal cycle of each subject or curriculum area as appropriate in responding to contemporary trends and needs arising from social and economic changes. As a usual practice, EDB and HKEAA will consult different stakeholders for any development and review of curriculum and assessment of any subjects.

Since the medium-term review is carried out by the EDB in-house, the cost is subsumed under EDB's overall expenditure. Its separate breakdown of the staffing and financial implications is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB310**

**(Question Serial No. 5265 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the New Senior Secondary (NSS) curriculum:

- (a) Did the Education Bureau undertake any curriculum review or reform of the subject of Chinese Language under the NSS curriculum in the 2014/15 school year? If yes, what were the review findings, reform details and expenditures involved?
- (b) Did the Education Bureau conduct any study on the inclusion of sample texts for the subject of Chinese Language under the new senior secondary curriculum in the 2014/15 school year? If yes, what were the findings of the study, the reform details and the expenditures involved?
- (c) Will the Education Bureau undertake any reform of the subject of Chinese Language under the new senior secondary curriculum in the 2015/16 school year? If yes, what will be the reform details, timetable and estimated expenditures? Will any form of consultation be conducted? If yes, what will be the scope and subject of consultation and the estimated expenditures?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 18)

Reply:

- (a) Subsequent to the launching of the New Academic Structure (NAS) Medium-term Review in October 2013, the review of the New Senior Secondary (NSS) Chinese Language curriculum was jointly carried out by the Education Bureau (EDB), Curriculum Development Council (CDC) and Hong Kong Examinations and Assessment Authority (HKEAA). The recommendations as endorsed at the Joint CDC – HKEAA Public Examinations Board meeting were announced in April 2014. As part of the recommendations, while schools are encouraged to continue to choose different classical texts for learning and teaching, twelve classical set texts have been introduced from Secondary 4 in the 2015/16 school year, leading to the 2018 Hong Kong Diploma of Secondary Education (HKDSE) Examination. Starting from the 2014/15 school year, EDB has been organising professional development programmes and developing curriculum support materials to prepare teachers for the change. The expenditure required has been absorbed by the recurrent provisions.

- (b) A Working Group, set up in October 2013 comprising teachers, principals, scholars and teacher educators, has studied various issues arising from the inclusion of prescribed classical texts alongside other classical texts open to schools' free choice. Consultation on the implementation and selection of classical set texts was completed in April 2014. Following the implementation of classical set texts in the 2015/16 school year alongside free-choice classical texts, EDB will continue to engage various stakeholders to collect views and feedback on the curriculum and assessment issues. The expenditure required will be absorbed by the recurrent provisions.
- (c) To be in line with the release of final recommendations for the NAS Medium-term Review expected to be announced in July 2015, EDB will, as ongoing practice, continue to collect feedback and views through multiple channels in the 2015/16 school year to support the smooth implementation of NSS Chinese Language curriculum and assessment in schools. The expenditure required will be absorbed by the recurrent provisions.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB311**

**(Question Serial No. 5266)**

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

Question:

- a) In the 2014/15 school year, the EDB provided teacher training and developed resource materials to support schools in the implementation of the new academic structure. What are the details and expenditure involved?
- b) In the 2015/16 school year, the EDB will provide teacher training and develop resource materials to continue to support schools in the implementation of the new academic structure. What are the work plan and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 19)

Reply:

a) & b) To support the implementation of the New Senior Secondary (NSS) curriculum under the New Academic Structure (NAS) and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) continues to provide training and learning and teaching resource materials for school leaders, middle managers and teachers. The objectives and content of the training programmes are designed to suit the different needs of teachers. They provide continual support for school leaders, middle managers and teachers in curriculum management, leadership and planning, including whole-school curriculum planning and leadership, Key Learning Areas (KLAs) and subject curriculum planning and evaluation, and professional development and learning culture. Besides, continual support is provided for teachers on learning and teaching strategies, especially those with cross-KLA nature such as catering for learner diversity, promoting reading across the curriculum, effective use of learning and teaching strategies, enhancing assessment literacy, and effective use of e-learning resources. The actual expenditure on teacher training for 2014-15 is about \$3.3 million. The estimated expenditure on teacher training in 2015-16 is about \$4.1 million. The increase in the estimated expenditure, compared with the actual expenditure in 2014-15, can be ascribed to the fact that many training programmes will be organised after the announcement of the last batch of recommendations of the NAS medium-term review by July 2015 to help schools and teachers to implement the recommendations.

Apart from the scheduled professional development programmes, the EDB continues to provide school-based support service to enhance the professional capacity of teachers.

Major resource materials (e.g. curriculum and assessment guides, learning and teaching packages) for the NSS subjects have been developed during the last few years to help teachers implement the NSS curriculum. There is continuous updating of resource materials such as exemplars and resource packages to meet teachers' needs. Since the provision of school-based professional support and resources updating is carried out by EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown of the staffing and financial implication is not available.

Note: Over the past years, expenditure for teacher training was expressed in terms of financial year. For consistency and comparison, expenditure figures for teacher training in financial years are provided.

- End -

**CONTROLLING OFFICER'S REPLY****EDB312****(Question Serial No. 5267)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operation Expenditure

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

- (a) What are the number of schools offering New Senior Secondary Applied Learning courses, the number of courses offered, the number of student applications by level, the total number of students taking Applied Learning courses and the amount of subsidy provided by the Government in the past 3 school years?
- (b) What is the implementation plan of providing New Senior Secondary Applied Learning and the estimated expenditure for the 2015/16 school year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 20)

Reply:

- (a) Each cohort of New Senior Secondary Applied Learning courses lasts for two years. From 2011/12 to 2013/14 school year, four cohorts of Applied Learning courses (2010-12, 2011-13, 2012-14 and 2013-15 cohorts) have been offered to students. The number of schools offering Applied Learning courses, the number of courses offered, the number of student applications by level, the total number of students taking Applied Learning courses and the amount of subsidy provided by the Government are as follows:

Cohort	2010-12	2011-13	2012-14	2013-15
Number of schools offering New Senior Secondary Applied Learning courses	303	298	318	315
Number of courses offered	30	35	35	37
Number of student applications (Note: student can only apply to start at S5, application by level (S6) is thus not applicable.)	11 887	10 139	10 254	8 649
Total number of students taking Applied Learning courses	6 540	6 061	5 782	5 047

The amount of subsidy (Diversity Learning Grant) provided by the Government from 2011/12 to 2013/14 school year is as follows:

School Year	2011/12	2012/13	2013/14
Amount of subsidy (Diversity Learning Grant) (\$ million)	47	49	51

- (b) The New Senior Secondary Applied Learning has been implemented since the 2010/11 school year. Education Bureau supports schools through providing implementation handbook and prospectus, arranging briefing sessions and professional development programmes, organising course exhibitions and making arrangements for taster programmes with a view to enabling students to have informed choices. An E-system has also been developed to facilitate the application process and implementation in schools. In addition, the Government provides Diversity Learning Grant to support secondary schools in offering Applied Learning courses. The estimated expenditure of Diversity Learning Grant for the 2015/16 school year is \$55 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB313****(Question Serial No. 5268)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding School-based Educational Psychology Service, please advise of the following:

- (a) the number of secondary schools having joined the Service in the past 5 years and the expenditure involved each year; and
- (b) whether the Administration has considered extending the Service to primary schools under the Direct Subsidy Scheme? If yes, what are the relevant work plans and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 21)

Reply:

(a)

In the past five years (i.e. from the 2010/11 to 2014/15 school years), the number of public sector secondary schools having received the School-based Educational Psychology Service (SBEPS) was 203, 228, 259, 282 and 308 respectively. The expenditure involved in the provision of SBEPS for public sector secondary schools is tabulated below.

School Year	2010/11 (actual)	2011/12 (actual)	2012/13 (actual)	2013/14 (actual)	2014/15 (revised estimate)
Expenditure (\$ million)	9	14	24	33	42

(b)

The expenditure on SBEPS as well as additional support for students with diverse educational needs have been included in the average unit cost of an aided school place, which is used for the calculation of the Direct Subsidy Scheme (DSS) subsidy. Primary schools under the DSS are free to deploy their resources to arrange support services including SBEPS to cater for their students' diverse needs.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB314**

**(Question Serial No. 5269)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

In respect of the kindergartens in Hong Kong in each of the past 3 school years, what are the number of enrolment applications, the amount of application fee collected from each student and the total amount of application fees collected? Please provide a breakdown by individual kindergarten.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 10)

Reply:

According to section 61(1) of the Education Regulations, schools must first obtain the written approval of the Permanent Secretary for Education before collecting any fees, including entrance examination fee (commonly known as application fee). To streamline schools' administrative procedures, the Education Bureau (EDB) has set a ceiling for application fee of kindergartens (KGs) and given blanket approval for KGs to collect application fee within the approved ceiling, with the actual level determined by individual KGs having regard to their own circumstances. Schools that wish to collect application fee exceeding the approved ceiling are required to seek prior approval from EDB. As student admission is a school-based matter, KGs are not required to provide EDB with information on the number of admission applications received and the total amount of application fee collected. In view of the above, EDB is unable to provide the required information.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB315**

**(Question Serial No. 5270)**

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

Question:

- a) In the 2014/15 school year, the Education Bureau implemented a series of targeted relief measures aiming at maintaining the stability and strengths of the schools as well as teaching force in light of the temporary decline of the Secondary 1 student population. In this connection, what are the work contents, expenditure involved and the manpower arrangements?
- b) For the 2015/16 school year, what are the Education Bureau's work plan and estimated expenditure for the abovementioned measures?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 22)

Reply:

a) & b)

The package of targeted relief measures the Education Bureau (EDB) implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the period of the transient decline in Secondary 1 (S1) student population. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by "2-1-1" / "1-1-1" under a district-/school-based approach in the three school years from 2013/14 to 2015/16;
- ii. relaxing the "not less than three S1 classes" requirement under which only schools operating one S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to one or two to participate in the next Secondary School Places Allocation exercise with a cap of three S1 classes; and
- iii. extending the retention period from one year to three years for surplus teachers arising from packing of S1 classes in the three school years from 2013/14 to 2015/16.

In the 2015/16 school year, EDB will continue the targeted relief measures, including the progressive reduction of class size for allocation purpose by years on the basis of the consensus we have reached with the sector. In other words, the number of students allocated per S1 class will be reduced by one in the schools concerned in the 2015/16 school year. Within districts, EDB's

School Development Sections will closely liaise with schools and provide necessary coordination for smooth implementation. The expenditure for putting in place the targeted relief measures is subsumed under the overall expenditure of EDB and a breakdown of the expenditure in this regard is not available.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB316**

**(Question Serial No. 5271)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

In respect of the kindergartens (KGs) in each District Council district in each of the past 3 school years, (i) the number of enrolment applications received and the total amount of application fees collected by each KG on average, (ii) the name of the KG among them which collected the highest application fee and the amount involved, and (iii) the name of the KG among them which collected the highest total amount of application fees and the amount involved.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 23)

Reply:

According to section 61(1) of the Education Regulations, schools must first obtain the written approval of the Permanent Secretary for Education before collecting any fees, including entrance examination fee (commonly known as application fee). To streamline kindergartens (KGs)' administrative procedures, the Education Bureau (EDB) has set a ceiling for application fee of KGs and given blanket approval for KGs to collect application fee within the approved ceiling, with the actual level determined by individual KGs having regard to their own circumstances. KGs that wish to collect application fee exceeding the approved ceiling are required to seek prior approval from EDB. As student admission is a school-based matter, KGs are not required to provide EDB with information on the number of admission applications received and the total amount of application fee collected. In view of the above, EDB is unable to supply the required information.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB317**

**(Question Serial No. 5272)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Regarding the applications received by the Education Bureau for the collection of an application fee or registration fee exceeding the ceiling stipulated by the Bureau in the past three school years, what are the respective numbers of application received, the names of schools, the amounts of application fee or registration fee proposed to be collected, the grounds for making the application, and the application outcome. Please provide the details of each application.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 24)

Reply:

The respective number of applications received and approved by the Education Bureau (EDB) in the past three school years (i.e. 2011/12, 2012/13 and 2013/14) for collection of an application fee or registration fee by KGs which exceeds the approved ceilings is set out at the Appendix. It is not appropriate to disclose application details of individual KGs (including their names, the proposed amount of application fee or registration fee, as well as grounds and outcome of their applications) as they cover data concerning KGs' operation and internal matters. That said, EDB has included information on the permissible amount of application fee and registration fee of individual KGs in the online version of the Profile of Kindergartens and Kindergarten-cum-Child Care Centres for access by parents and the public.

**Number of applications received and approved by EDB for collection of an application fee or registration fee exceeding the approved ceilings in the 2011/12, 2012/13 and 2013/14 school years**

(1) Application Fee

School Year	Number of Applications	Number of Applications Approved
2011/12	3	2
2012/13	3	3
2013/14	29	18

(2) Registration Fee

School Year	Number of Applications	Number of Applications Approved
2011/12	2	0
2012/13	1	0
2013/14	5	3

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB318**

**(Question Serial No. 5273)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

In the past three school years, what were the amounts of registration fee collected by local kindergartens as well as the total amounts of registration fee that had not become part of the school fees? Please provide a breakdown by kindergartens.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 25)

Reply:

According to section 61(1) of the Education Regulations, schools must first obtain the written approval of the Permanent Secretary for Education before collecting any fees, including pupil registration fee. To streamline schools' administrative procedures, the Education Bureau (EDB) has set a ceiling for registration fee of kindergartens (KGs) and given blanket approval for KGs to collect registration fee within the approved ceiling. Schools that wish to collect registration fee exceeding the approved ceiling are required to seek prior approval from EDB. As student admission is a school-based matter, KGs are not required to provide EDB with information on the total amount of registration fee collected and the total amount of registration fee forfeited for cases where the parents subsequently decline the school places offered for their children. In view of the above, EDB is unable to provide the required information.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB319**

**(Question Serial No. 5274)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Had the government considered comprehensively reviewing the requirement on collection of application fees and registration fees by kindergartens as well as the mechanism for vetting and approval of applications for collection of an application fee or registration fee exceeding the relevant ceiling? If yes, what are the specific plan, progress so far and the estimated expenditure of the review? If no, what are the reasons?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 26)

Reply:

According to section 61(1) of the Education Regulations, schools must obtain the written approval of the Permanent Secretary for Education before collecting any fees, including entrance examination fee (commonly known as application fee) and pupil registration fee. To streamline schools' administrative procedures, the Education Bureau (EDB) has set the approved ceilings for application fee and registration fee of kindergartens (KGs) and given blanket approval for KGs to collect the fees within the respective approved ceilings. In early 2014, EDB conducted a review of the approved ceilings of application fee and registration fee and issued a circular in April 2014 to notify KGs of the revised approved ceilings. We are unable to apportion the related expenditure, which has been subsumed under the existing provision of EDB.

KGs that wish to collect application fee or registration fee at a level exceeding the approved ceilings are required to seek prior approval from EDB with justifications. EDB will consider each application in the light of the specific situation of individual KGs and the justifications they put forward, including the additional expenses incurred for handling applications and admission related matters.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB320**

**(Question Serial No. 5680)**

- Head: (156) Government Secretariat: Education Bureau
- Subhead (No. & title): (000) Operational expenses
- Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,  
(5) Other Educational Services and Subsidies
- Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
- Director of Bureau: Secretary for Education
- Question:
- (a) Please tabulate the number of non-Chinese speaking (NCS) students who studied in mainstream schools (including kindergartens, primary schools, secondary schools and tertiary institutions) in the past 3 years.
- (b) What were the details of the Education Bureau's support measures for NCS students in the 2014/15 school year and the expenditure and manpower so involved?
- (c) What are the Education Bureau's work programmes on the support measures for NCS students in the 2015/16 school year and the expenditure and manpower so involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 27)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in the past 3 years (i.e. from the 2012/13 to 2014/15 school years) is tabulated at Annex A.
- (b) & (c) The support measures for NCS students in the 2014/15 and 2015/16 school years and the estimated expenditure are tabulated at Annex B.

**Number of non-Chinese speaking (NCS) students  
from the 2012/13 to 2014/15 school years**

<b>Level</b>	<b>2012/13 school year</b>	<b>2013/14 school year</b>	<b>2014/15 school year</b>
Pre-primary (K1 to K3)	12 324	12 029	11 933
Primary (Primary 1 – 6)	7 945	8 290	8 697
Secondary (Secondary 1 – 6)	6 919	7 576	8 224

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7  Note 1	210.0  Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0  Note 1	3.0  Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students)	2.0	5.2



<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
<p>District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	2.51	Note 2
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year</p> <p>(b) School-based professional support services</p>	<p>3.0</p> <p>Note 1</p>	<p>0.7</p> <p>Note 1</p> <p>Note 1</p>

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.
2. Subject to further deliberation by the Standing Committee on Language Education and Research, the programmes may be fine-tuned by, among others, extension to NCS students aged 9-12 so as to encourage primary schools admitting more NCS students to create an immersed Chinese environment for their students and providing these students with learning experience outside schools by joining the activities. The estimated expenditure is still being worked out.

- End -

**CONTROLLING OFFICER'S REPLY****EDB321****(Question Serial No. 5681)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

As announced in the 2014 Policy Address, the Government would set aside \$200 million per year to step up the support for non-Chinese speaking (NCS) students to facilitate their effective learning of the Chinese language and would provide the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) starting from the school year 2014/15.

- (a) What were the measures for enhancing NCS students’ abilities in “reading, writing, listening, speaking” under the “Learning Framework” in the school year 2014/15? What were the expenditure and manpower so involved?
- (b) Has the Education Bureau carried out any complementary measures to support the implementation of the “Learning Framework” in the school year 2014/15? If yes, what were the details and the expenditure involved?
- (c) Will the Education Bureau carry out any complementary measures to support the implementation of the “Learning Framework” in the school year 2015/16? If yes, what will be the manpower and the estimated expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 28)

Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”), the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Developed from the perspective of second language learners, the “Learning Framework” provides teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in “small” steps at different learning stages in accordance with the curriculum. Supporting materials including module exemplars to demonstrate how teachers can use a progressive “small-step” learning approach by following the “Learning Framework” to enhance the learning effectiveness of NCS students in reading, writing, listening and speaking in Chinese have been provided. Estimated expenditure for the related support measures for the 2014/15 and 2015/16 school years is tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7  Note	210.0  Note
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0  Note	3.0  Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students)	2.0	5.2

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
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Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB322**

**(Question Serial No. 5682)**

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

Over the past 3 years, what are the respective numbers of students per class, the unit cost of each subsidised place and the student-to-teacher ratio by year in schools for children with mild, moderate and severe intellectual disabilities?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 29)

Reply:

The average number of students per class, average unit cost per school place and student-to-teacher ratio in schools for children with mild intellectual disability, schools for children with moderate intellectual disability and schools for children with severe intellectual disability in the 2012/13 to 2014/15 school years are set out at the Appendix.

**Average Number of Students per Class, Average Unit Cost per School Place and Student-to-Teacher Ratio  
in Schools for Children with Mild Intellectual Disability, Schools for Children with Moderate Intellectual Disability  
and Schools for Children with Severe Intellectual Disability in the 2012/13 to 2014/15 School Years**

School Type	2012/13 School Year			2013/14 School Year			2014/15 School Year		
	Average Number of Students per Class	Average Unit Cost per School Place	Student- to- Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student- to- Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student- to- Teacher Ratio
Mild Intellectual Disability <sup>Note</sup>	15.8	\$140,000	6.6 : 1	15.0	\$145,500	6.3 : 1	14.3	\$171,000	5.9 : 1
Moderate Intellectual Disability <sup>Note</sup>	9.3	\$216,500	4.1 : 1	9.3	\$218,000	4.1 : 1	9.3	\$239,500	4.1 : 1
Severe Intellectual Disability	7.1	\$278,000	3.9 : 1	7.1	\$281,000	3.9 : 1	6.9	\$313,000	3.8 : 1

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include 7 schools for children with MiID and children with MoID.*

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB323**

**(Question Serial No. 5683)**

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

According to Education Bureau, in order to enhance the learning and teaching support in schools for children with mild intellectual disability, the class size has been progressively reducing to 15 students per class by grade level since the 2009/10 school year.

- (a) What is the progress of the above plan?
- (b) How many schools still have more than 15 students per class?
- (c) What is the work plan and the estimated expenditure involved in the 2015/16 school year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 30)

Reply:

(a) to (c)

The Education Bureau has reduced the class size of aided special schools for children with mild intellectual disability (MiID schools) from 20 to 15 students per class starting from Primary 1 and Secondary 1 concurrently from the 2009/10 school year. In the 2014/15 school year, the measure is fully implemented in these schools. In other words, the class size of all MiID schools in the 2014/15 school year is 15 students per class. No additional expenditure is incurred for the 2015/16 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB324****(Question Serial No.5684)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

In the 2014/15 school year, the Education Bureau (EDB) implements life planning and career guidance services in special schools and schools for children with intellectual disability. What are the details, staff arrangement and expenditure involved? In the 2015/16 school year, what are the relevant plan and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 31)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector schools (including special schools) and Direct Subsidy Scheme Schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level. The prime aim of providing CLP Grant is to enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students (including students with special educational needs).

Within the first six months of the 2014/15 school year, EDB has conducted advisory visits to about 140 schools, including eight special schools. Based on observations from the school visits, schools including special schools are taking forward life planning education in a more systematic and co-ordinated manner. It is noted that many special schools have had life planning education integrated into school-based curriculum or adapted Applied Learning courses designed for students with mild and upper-end moderate grade intellectual disability. Different strategies and life planning education programmes/activities are planned and school-based targets set, taking into account the developmental needs of the students. During the school visits, EDB inspectors would engage in professional dialogue with the school guidance teams and render advice on improvements to the work plans and deployment of resources to enhance schools' forward planning.

In the 2015/16 school year, EDB will continue to enhance the support services provided for schools, including provision of structured teacher training for teachers and arranging different activities for teachers and parents to enhance their understanding about the importance of life planning education. Professional development activities like experience sharing sessions will be arranged for teachers of special schools to enhance their sharing of professional knowledge in providing support for students with special educational needs. EDB will also expand the Business-School Partnership Programme to provide students (including students with special educational needs) with more career exploration opportunities so that they can get prepared for work and life in the society.

- End -



**CONTROLLING OFFICER'S REPLY****EDB325****(Question Serial No. 5685)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education,  
(5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

- a) What are the respective numbers of non-Chinese speaking (NCS) students with special educational needs (SEN) studying in kindergartens, public sector mainstream primary schools, public sector mainstream secondary schools, Direct Subsidy Scheme (DSS) schools, English Schools Foundation (ESF) schools and tertiary institutions for the past three years?
- b) What were the work and expenditure of the Education Bureau (EDB) in supporting NCS students with SEN in the 2014/15 school year? What are the work plan and estimated expenditure in the same regard in the 2015/16 school year?
- c) Has the EDB provided any support in early identification of NCS students with SEN? If yes, what are the support details and expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 32)Reply:

(a)

As services for children with special educational needs (SEN) at pre-primary levels are provided by the Social Welfare Department, EDB does not maintain data on non-Chinese speaking (NCS) students with SEN at kindergarten levels. The number of NCS students with SEN in public sector mainstream primary and secondary schools in the 2012/13, 2013/14 and 2014/15 school years is set out at Appendix 1. We do not maintain such data for Direct Subsidy Scheme schools, English Schools Foundation schools and tertiary institutions. Thus, we are unable to provide the requested figures for these schools/institutions.

(b)

The Government is committed to supporting the integration of NCS students (including those with SEN) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. A breakdown of the estimated expenditure of the major support measures for NCS students, which are also applicable to NCS students with SEN, in the 2014/15 and 2015/16 school years is tabulated at Appendix 2.

EDB has also been providing public sector schools with additional resources, professional support and teacher training to help them cater for the students with SEN, including NCS students with SEN. The additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, top-up fund, etc. Schools should deploy school resources holistically and flexibly to render

appropriate support services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services. EDB also arranges teacher professional development and school networking for sharing of good practices, and develops teaching resources for use of teachers and parents. In addition, the professional staff of EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies, resource deployment, etc. Professional support is also provided through assessment and consultation services of educational psychologists, speech therapists and audiologists to help schools cater for students with SEN. All NCS students with SEN benefit from the above support and services. For budgetary purpose, the total estimated expenditure on additional support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2014/15 and 2015/16 school years is \$1,237 million and \$1,291 million respectively.

(c)

NCS students are covered by the “Early Identification and Intervention Programme for Primary One Students with Learning Difficulties” implemented in all public sector primary schools. Under the programme, teachers are required to make use of the “Observation Checklist for Teachers” developed by EDB to identify as early as possible primary one students, including NCS students, with learning difficulties and arrange for early intervention. To assist teachers in using the checklist to identify NCS students in need of attention, EDB has provided them with a guideline which sets out the points to note and factors to consider for identifying NCS students with SEN. Learning difficulties encountered by NCS students at lower primary level may be language- and culture-related. Hence, with reference to the Response to Intervention model that has been proven effective overseas, we advise schools to provide appropriate intervention for students first and continually review their learning progress after intervention to identify NCS students with learning difficulties. Students whose difficulties are severe or persistent despite intervention will be referred to specialists for assessment.

As the support services are provided to cater for all the students with SEN, we are not able to apportion the expenditure specifically on NCS students with SEN.

**Number of non-Chinese speaking (NCS) students with special educational needs (SEN) in public sector mainstream primary and secondary schools in the 2012/13, 2013/14 and 2014/15 school years**

School Year	Number of NCS Students with SEN	
	Primary Schools	Secondary Schools
2012/13	208	74
2013/14	236	101
2014/15	233	116

Notes:

1. Figures above denote the position as at September of the respective school years.
2. Figures cover those students whose home language is known to EDB and is NOT Chinese regardless of their ethnicity.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese Language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7  Note 1	210.0  Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0  Note 1	3.0  Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for the NCS students' learning of Chinese	3.7	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students)	2.0	5.2

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.51	Note 2
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support (USP) Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year</p> <p>(b) School-based professional support services</p>	<p>3.0</p> <p>Note 1</p>	<p>0.7</p> <p>Note 1</p>

Notes:

- These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.
- Subject to further deliberation by the Standing Committee on Language Education and Research, the programmes may be fine-tuned by, among others, extension to NCS students aged 9-12 so as to encourage primary schools admitting more NCS students to create an immersed Chinese environment for their students and providing these students with learning experiences outside schools by joining the activities. The estimated expenditure is still being worked out.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB326**

**(Question Serial No. 5686)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- (a) Regarding the Pre-primary Education Voucher Scheme (PEVS), the EDB stated that it will increase the voucher value by \$2,500 in the 2015/16 school year. What is the EDB's estimated total expenditure and how many students will benefit from it?
- (b) Before the implementation of free kindergarten education, will the EDB take any initiatives other than the PEVS to alleviate the pressure of kindergartens in meeting operating cost? If yes, what are the details and estimated expenditure of the initiative?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 33)

Reply:

- (a) With the one-off increase of the voucher subsidy by \$2,500 per year in the 2014/15 and 2015/16 school year, the estimated total expenditure on the Pre-primary Education Voucher Scheme (PEVS) in 2015-16 is \$3,082.7 million. All kindergarten (KG) students under the PEVS would benefit from the one-off measures. The estimated number of students under the PEVS in the 2015/16 school year is 146 000.
- (b) The Committee on Free Kindergarten Education (the Committee) will submit its report to recommend practicable ways to implement free KG education to the Education Bureau (EDB) in mid-2015. Upon receipt of the report, EDB will examine the recommendations of the Committee, formulate the policy and specific measures or initiatives as well as estimate the resources and arrangements required for implementation. Since we have yet to receive the Committee's report, we are not yet in a position to provide the details or assess the financial implication of taking forward any initiative other than PEVS.

- End -

**CONTROLLING OFFICER'S REPLY****EDB327****(Question Serial No. 5687)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- a) In April 2014, Tammy Kindergarten and Tammy Nursery at Fairview Park, Yuen Long, and Topkids Anglo-Chinese Kindergarten and Topkids International Play School at Kingswood Villas, Tin Shui Wai had their operation ceased one after another because the landlords did not renew the tenancy with them. At that time, did the Education Bureau receive any request for assistance from parents and teachers concerned? If yes, what was the number of request?
- b) Regarding question a), did the Education Bureau provide support or assistance in respect of the incident? If yes, what were the details and expenditure involved?
- c) Did the Bureau estimate the number of students and teachers being affected respectively? Any assessment on the extent to which the students were affected by the incident? If yes, what are the results?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 34)

Reply:

a), b) and c)

Upon knowing the closure plans of the four kindergartens (KGs) in question in Yuen Long District, in which about 260 students studying in the KGs were affected, the Education Bureau (EDB) closely followed up on the incidents. Specifically, EDB reminded the respective KG operators to explore different means to help the affected parents to make transitional arrangements for their children and observe the provision in the Employment Ordinance and other related statutory requirements for handling staff matters. Besides, upon liaison with all KGs in Yuen Long District, EDB compiled the KG vacancy information in the district for the following school year for dissemination to parents on EDB website as well as at the New Territories West Regional Education Office. We also provided enquiry services for the parents and teachers concerned. However, we do not keep statistics on the number of enquiries we received in respect of these cases.

We did not receive further enquiries from the parents upon the commencement of the 2014/15 school year, implying that they no longer required our assistance in securing a KG place for the affected students. Neither did we receive enquiries from the teachers concerned.

The relevant manpower resources and expenses for providing support or assistance in respect of the incident are subsumed under the overall expenditure of EDB and a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB328****(Question Serial No. 5688)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- a) What is the EDB's procedure on registration of kindergartens?
- b) In the past three years, did the Bureau receive any cases of kindergarten jumping the gun in admitting students before the completion of registration procedures? If yes, what was the case about and how did the Bureau handle it?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 35)

Reply:(a)

According to the Education Ordinance (Cap. 279), if a proposed school (including kindergarten) is to be operated in premises which are not designed and constructed for the purposes of a school, clearance from the Town Planning Board and the Lands Department should be obtained in respect of the proposed school premises. The applicant for school registration is also required to obtain the safety certificates and notice in respect of the premises issued by the Fire Services Department and the Buildings Department (BD) / Housing Authority. If the proposed school is to be operated in premises designed and constructed as a school, the applicant is required to present the Occupation Permit issued by BD or the Handover Certificate issued by the Education Bureau (EDB). Moreover, the applicant is required to submit other necessary documents and information such as syllabi and timetables for the proposed courses, details of the proposed tuition fees and application form(s) for manager registration. After all the aforesaid documents are received and found in order, EDB will consider issuing a certificate of provisional registration to the school, and the school may then commence operation.

(b)

Upon receipt of an application for registration of a school, EDB will in the first instance issue a reminder letter to the applicant advising him/her that no educational courses shall be conducted in the premises until the school is provisionally registered under the Education Ordinance, Cap. 279. If circumstances warrant, EDB may issue further reminders to the applicant when the application is being processed. In the past three years, there were four complaint cases alleging kindergartens of commencing operation before their application for registration had been approved. Inspectors of Schools of EDB conducted investigation visits to the concerned premises to collect evidence on whether any provisions of the Education Ordinance had been contravened. One of the cases was found established and the operator was given a written warning.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB329**

**(Question Serial No. 5714)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

In the 2014/15 school year, the EDB conducts Quality Reviews for kindergartens joining the Pre-primary Education Voucher Scheme. What are the details and expenditure involved?

In the 2015/16 school year, what are the EDB's plan and estimated expenditure on the said area of work?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 36)

Reply:

The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). All KGs under the Pre-primary Education Voucher Scheme are required to conduct ongoing SSE for school development and accountability purposes. KGs should prepare development plans and conduct holistic review on their state of performance by making reference to the Performance Indicators (Pre-primary Institutions) issued by the Education Bureau (EDB).

EDB arranges QR to make professional judgement on the overall performance of KGs. Apart from scrutinising the School Reports and stakeholder survey results submitted by KGs, the review team of EDB conducts on-site visits to KGs to validate their findings in SSE. The QR reports will be issued to the KGs and uploaded onto the EDB website, which is linked to the KG Profile, to facilitate parents in making informed choices of kindergarten for their children.

All the QRs are conducted by EDB staff and the relevant expenditure is subsumed in the overall expenditure of EDB.

- End -

**CONTROLLING OFFICER'S REPLY****EDB330****(Question Serial No. 5715)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- (a) What were the details of the Bureau's work on "promoting Basic Law education at senior primary and junior secondary levels", the staff arrangement and the expenditure involved in the past three years?
- (b) Regarding the above, what are the details of the Bureau's plan and the estimated expenditure for the 2015/16 school year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 37)

Reply:

- (a) The Education Bureau (EDB) would continuously develop learning and teaching resources and assessment bank at senior primary and junior secondary levels with a view to enhancing students' understanding of the Basic Law. The "Let's Learn the Basic Law" Learning Package (senior primary) was developed in printed as well as web versions and were distributed in 2012. Meanwhile, the Chinese and English versions of the "Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary)" have been distributed to schools in stages from January 2012 to January 2013. During the same period, web-based resources supporting the learning of the Basic Law were also made available for school use. To keep pace with the development of e-learning, an e-book version of the above learning package for junior secondary has also been developed in February 2014 and will be revamped and updated in 2015. Besides, an "Effective Use of 'Let's Learn the Basic Law' Learning Package", which is a collection of schools' good practices, will be distributed to all primary schools in 2015. Expenditure for the related curriculum work and support measures, which includes research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of the Education Bureau as an integral part of day-to-day curriculum development work. Other than expenditure on developing learning and teaching resources, there is no separate breakdown for individual items.

Expenditure on developing the learning packages in the past 3 years is as follows:

2012-13	2013-14	2014-15
\$0.8 million	\$0.65 million	\$2.07 million

- (b) EDB will continue to enrich and update the assessment bank and collect feedback through various channels to further refine the above resource materials. To further deepen students' understanding of the Basic Law in junior secondary and senior primary levels, EDB is developing a "Basic Law Audio-visual Learning and Teaching Package". The estimated expenditure for developing learning and teaching resources on Basic Law education in 2015/16 is \$0.06 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB331****(Question Serial No. 5716)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- a) What are the work, manpower arrangement and expenditure of the Education Bureau in respect of promotion of e-learning and e-textbooks in primary and secondary schools in the past 3 years?
- b) Has the Bureau assessed the effectiveness of the aforesaid promotion of e-learning and e-textbooks? If yes, how is the effectiveness? If no, what are the reasons?
- c) How many schools currently use e-textbooks?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 38)

Reply:

- a) We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education and are not required to report to us on how they have used the grant. The amounts of CITG for the past three financial years were \$335 million for 2012-13, \$328 million for 2013-14 and \$341 million for 2014-15.

Apart from recurrent grant, we have also launched the following e-learning initiatives over the past three financial years in the promotion of e-learning –

- (i) the Pilot Scheme on e-Learning in Schools (Pilot Scheme) in 2010 with \$68 million out of a non-recurrent commitment of \$128 million for promotion of e-learning in the school sector. The Pilot Scheme was completed in the 2013-14 school year;
- (ii) two phases of the e-Textbook Market Development Scheme (EMADS) launched in 2012 and in 2013 respectively, with a non-recurrent funding of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks;

- (iii) the Education Bureau One-stop Portal for Learning and Teaching Resources in 2012 with a non-recurrent funding of \$37 million which provides a curriculum-based learning and teaching modules resource bank with appropriate digital teaching resources covering eight Key Learning Areas at all levels from Primary 1 to Secondary 6, General Studies at the Primary level and Liberal Studies at the Senior Secondary level; assessment tasks; curriculum documents; and information on professional development for teachers; and
- (iv) the Support Scheme for e-Learning in Schools in 2014 with a non-recurrent funding of \$50 million under which 100 public sector schools have been provided with a one-off grant to enhance their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.

Other manpower and administrative costs for promoting e-learning and implementing EMADS have been absorbed within the existing resources of the Education Bureau.

- b) A research study was conducted on the Pilot Scheme, among others, to examine the benefits of e-learning. The findings are positive in that, among others, e-learning has facilitated the learning and teaching of students and the adoption of e-learning pedagogies by teachers. The outcome shows that we are promoting IT in education in the right direction and it is useful for mapping out the proposed measures under the Fourth Strategy on Information Technology in Education (ITE4). In addition, we completed the interim review on EMADS with partner schools and developers in mid-2013. In view of the positive feedback received from stakeholders, we launched Phase Two of EMADS in August 2013. We are now planning to evaluate the effectiveness of EMADS, including the quality assurance mechanism, the benefits e-textbooks generated and experience gained especially through the Partner Schools Scheme, in the context of the promotion of e-learning. The evaluation results will help refine our overall strategy in the development of e-learning and e-textbooks.
- c) Teachers are encouraged to use electronic resources including e-textbooks for teaching and learning. From our observations, schools have used different modes in adopting e-textbooks. There is no official statistics on the number of schools adopting e-textbooks in teaching.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB332**

**(Question Serial No. 5717)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) In the plan of the Education Bureau to launch the Fourth Strategy on Information Technology in Education, one of the major initiatives is the phased provision of wireless network for all public sector schools and local schools under the Direct Subsidy Scheme, how is the current progress? How many schools have wireless network installed? What is the expenditure involved?
- b) Did the Education Bureau select the same network provider to provide wireless network for all public sector schools and local schools under the Direct Subsidy Scheme? If yes, what is the name of the network provider? If no, please list the names of all selected network providers and the numbers of schools each of them serves.
- c) In respect of the provision of wireless network for all public sector schools and local schools under the Direct Subsidy Scheme by the Education Bureau, how does the Bureau choose network providers? What is the procedure? Will a tendering procedure be used?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 39)

Reply:

(a)

We launched the "Support Scheme for e-Learning in Schools" in early 2014 with a commitment of \$50 million, under which around \$35 million one-off grant was provided to 100 public sector schools for enhancement of their IT infrastructure. The WiFi infrastructure enhancement works for these 100 schools have been completed by mid-January 2015 as scheduled. As regards the remaining some 900 public sector schools, it is our plan under the "Fourth Strategy on Information Technology in Education" to provide funding to them for enhancing the WiFi infrastructure in the coming three school years starting 2015/16.

(b) and (c)

The procurement exercises for selection of service providers for enhancement of WiFi infrastructure were conducted by individual schools following prescribed procurement procedures. The Education Bureau is not the procurement authority and is therefore not in an appropriate position to disclose the name(s) and other details of the selected service provider(s).

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB333**

**(Question Serial No. 5718 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

The Education Bureau announced that it will commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively. What are the details, manpower and expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 40)

Reply:

To enhance the readiness of non-Chinese speaking (NCS) students and students with Specific Learning Difficulties (SpLD) for work and further studies, the Education Bureau plans to commission non-governmental organisations, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year. The pilot projects aim to trial-run programmes that would enable these students to understand their personal strength, provide them with the knowledge about the different jobs and prepare them to enter the career world through authentic career-related experience. The programmes will be specially designed to assist NCS students to prepare for cultural adaption and integration at work, and students with SpLD to understand their strengths and overcome their difficulties through mentorship and job-shadowing. Practical guidelines on preparing these students for transition to work will be developed for parents, teachers and mentors. The expenditure for the 3-year pilot projects to be commissioned as from the 2015/16 school year is estimated to be about \$16.563 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB334****(Question Serial No. 5719)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In the past three years, did the EDB conduct any consultations with the education sector, parents and the general public regarding free kindergarten education? If yes, what are the result and expenditure involved? If no, what are the reasons?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 41)

Reply:

Providing free kindergarten (KG) education is one of the priorities of the current-term Government. Between July 2012 and early 2013, the Secretary for Education had over 20 meetings with the KG sector, including sharing sessions with various stakeholders and visiting KGs of different operating modes and scales, to better understand the operation of KGs and to solicit their views and suggestions on the future development of KG education. Through these exchanges with stakeholders, including operators/sponsoring bodies of KG, KG principals and teachers, parents, tertiary institutions and academics, KG-related associations and educational bodies, views and concerns on issues relating to free KG education were collected. The major views and concerns raised by the stakeholders included funding modes, needs of KG of different operation modes, manpower requirements, staff salary, premises-related issues, professional development and training of teachers, catering for student diversity, monitoring and governance framework, home-school cooperation, etc. The views collected have been provided as reference for the Committee on Free Kindergarten Education (the Committee), which was set up in April 2013, to make recommendations to the Government on how to practicably implement free KG education. As an integral part of their work, the Committee and its sub-committees have continued to gauge stakeholders' views actively through various means, including focus group discussion, meeting with various political parties as well as stakeholder groups, etc.

The expenditure incurred for the consultation activities conducted by the Education Bureau (EDB) has been subsumed under EDB's existing provision.

- End -

**CONTROLLING OFFICER'S REPLY****EDB335****(Question Serial No. 5735)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

- a) In 2014-15, what were the work and expenditure for the Pilot Training and Support Scheme? What was the number of young people benefited? For 2015-16, what are the work and estimated expenditure for the Scheme? What is the estimated number of young people to be benefited?
- b) Will the Bureau conduct review on the Pilot Training and Support Scheme? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 42)

Reply:

- a) The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has started to implement the Pilot Scheme starting from the 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student. The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

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

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



As at February 2015, the electrical and mechanical services trades of the construction industry, printing industry, clock and watch industry and automobile industry have joined the Pilot Scheme with 377 apprentices in total. The Pilot Scheme will benefit 2 000 students in total.

The Pilot Scheme will incur an estimated non-recurrent expenditure of \$144 million in total from the Government, and the estimated financial provision for 2014-15 and 2015-16 is \$10.5 million and \$32 million respectively. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources.

- b) VTC will review the operation of the Pilot Scheme having regard to relevant data such as the percentage of trainees who successfully completed the apprenticeship training, the percentage of trainees who subsequently joined the relevant trades as apprentices and the retention rate of participants in the relevant industries. The details and estimated expenditure of the review will be worked out in due course.

--END--

**CONTROLLING OFFICER'S REPLY****EDB336****(Question Serial No. 5757)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

What were the number of students from various post-secondary institutions who undertook internships in Hong Kong, the Mainland and the overseas in the past 5 years and the expenditure involved for each year and each institution? What are the estimated expenditure in this regard and the estimated number of students who will benefit in the 2015/16 academic year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 43)

Reply:

Internship helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. The number of students studying full-time publicly-funded post-secondary programmes who undertook internship outside Hong Kong for the 2010/11 to 2014/15 academic years is at **Annex**. The estimated number of students who will undertake internship in the 2015/16 academic year is not available.

The University Grants Committee (UGC) and the Administration have all along been supportive of institutions' efforts to provide exchange and internship opportunities to students. In 2012, we launched the \$2.5 billion Sixth Matching Grant Scheme (MGS) and encouraged institutions to make use of the funds available from the MGS for, inter alia, exchange and internship programmes. The UGC also provided an additional one-off \$50 million to the eight UGC-funded institutions to enhance exchange opportunities, including internship opportunities, for local students. We have also launched a five-year Pilot Mainland Experience Scheme in the 2011/12 academic year with a total commitment of \$100 million to subsidise on a matching basis post-secondary students to participate in short-term internship or learning programmes in the Mainland. In 2012, an injection of \$1 billion was made each into the Hong Kong SAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish more scholarships or awards to benefit a wider range of students. A new award, called Reaching Out Award, was set up under the two funds to support meritorious students studying in both publicly-funded and self-financing institutions to participate in, inter alia, learning, internship or service programmes.

**Number of Students of Full-time Publicly-funded Post-secondary Programmes Undertaking  
Internship by Destination from the 2010/11 to 2014/15 Academic Years**

Institutions	Destination	Academic Year				
		2010/11	2011/12	2012/13	2013/14	2014/15 (provisional)
City University of Hong Kong	Hong Kong	1 053	959	1 062	1 193	1 435
	Mainland	192	156	133	160	309
	Other destinations	199	237	242	298	226
	<b>Total</b>	<b>1 444</b>	<b>1 352</b>	<b>1 437</b>	<b>1 651</b>	<b>1 970</b>
Hong Kong Baptist University	Hong Kong	418	436	638	913	831
	Mainland	143	147	213	194	207
	Other destinations	30	28	27	28	52
	<b>Total</b>	<b>591</b>	<b>611</b>	<b>878</b>	<b>1 135</b>	<b>1 090</b>
Lingnan University	Hong Kong	49	61	127	163	148
	Mainland	66	63	69	104	116
	Other destinations	70	101	80	96	108
	<b>Total</b>	<b>185</b>	<b>225</b>	<b>276</b>	<b>363</b>	<b>372</b>
The Chinese University of Hong Kong	Hong Kong	4 030	3 922	3 962	4 088	4 000
	Mainland	336	442	511	646	600
	Other destinations	365	449	411	496	450
	<b>Total</b>	<b>4 731</b>	<b>4 813</b>	<b>4 884</b>	<b>5 230</b>	<b>5 050</b>
The Hong Kong Academy for Performing Arts	Hong Kong	185	200	144	225	187
	Mainland	20	10	9	2	1
	Other destinations	37	31	26	6	12
	<b>Total</b>	<b>242</b>	<b>241</b>	<b>179</b>	<b>233</b>	<b>200</b>
The Hong Kong Institute of Education	Hong Kong	38	72	77	159	200
	Mainland	15	34	43	69	80
	Other destinations	34	40	47	91	85
	<b>Total</b>	<b>87</b>	<b>146</b>	<b>167</b>	<b>319</b>	<b>365</b>
The Hong Kong Polytechnic University	Hong Kong	3 800	2 777	3 839	4 065	3 000
	Mainland	439	377	348	712	720
	Other destinations	172	91	150	214	220
	<b>Total</b>	<b>4 411</b>	<b>3 245</b>	<b>4 337</b>	<b>4 991</b>	<b>3 940</b>

Institutions	Destination	Academic Year				
		2010/11	2011/12	2012/13	2013/14	2014/15 (provisional)
The Hong Kong University of Science and Technology	Hong Kong	142	186	394	319	290
	Mainland	14	17	98	25	24
	Other destinations	15	20	53	22	14
	<b>Total</b>	<b>171</b>	<b>223</b>	<b>545</b>	<b>366</b>	<b>328</b>
The University of Hong Kong	Hong Kong	2 480	2 574	2 559	3 493	3 469
	Mainland	422	438	335	425	318
	Other destinations	174	159	151	173	161
	<b>Total</b>	<b>3 076</b>	<b>3 171</b>	<b>3 045</b>	<b>4 091</b>	<b>3 948</b>
Vocational Training Council	Hong Kong	4 509	4 942	6 306	8 989	809
	Mainland	70	121	82	110	3
	Other destinations	4	6	11	7	4
	<b>Total</b>	<b>4 583</b>	<b>5 069</b>	<b>6 399</b>	<b>9 106</b>	<b>816</b>

Notes:

1. An internship refers to a period of work arranged or endorsed by the institution providing the publicly-funded programme in which the student is enrolled. There is no restriction on the duration of internship, i.e. the internship can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing.
2. The 2014/15 figures are provisional figures as at end 2014.
3. Figures for The Hong Kong Institute of Education do not include Field Experience for students.

- End -

**CONTROLLING OFFICER'S REPLY****EDB337****(Question Serial No. 5758)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- a) The Government launched a new scholarship scheme in the 2014/15 academic year to support up to 100 outstanding students each cohort to pursue studies in renowned universities outside Hong Kong. What are the details, progress and estimated expenditure of this scheme?
- b) Regarding the above scheme, please provide the number of awardees and the renowned universities outside Hong Kong at which they are pursuing studies funded by the scholarship.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 44)

Reply:

- a) The Hong Kong Scholarship for Excellence Scheme (HKSES), launched on 25 November 2014, aims to support local students to pursue studies in world renowned universities outside Hong Kong with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. The scheme also seeks to support those students who have excellent academic achievement but lack the financial means to study in top-notch universities outside Hong Kong.

Under the HKSES, all awardees will receive a scholarship to cover their tuition fees, subject to a ceiling of HK\$250,000 per student per annum, whichever is lower. Financially needy students may also apply for a means-tested bursary, subject to a ceiling of HK\$200,000 per student per annum. The HKSES will benefit three cohorts of students, with initially up to 100 students per cohort, starting from the 2015/16 academic year and then be subject to a review on its effectiveness. We estimate that the total expenditure will be \$357,573,000 for three cohorts of students, including the provision for three additional time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) to cope with the additional workload arising from the implementation of the scheme.

A Steering Committee was set up in September 2014 to advise the Government on the policy, strategy and administration of the HKSES. Applications for the HKSES for entering the first year of undergraduate or postgraduate studies in world renowned universities outside Hong Kong in the 2015/16 academic year were invited from 25 November 2014 to 31 January 2015. By the closing of the application period, 658 applications were received. The Steering Committee will adopt a three-stage selection process - preliminary screening (from February to April 2015), shortlisting (from April to May 2015) and interview (from May to August 2015). Results will be announced in August 2015 and disbursement of the scholarship and bursary will be arranged before the awardees start their studies overseas in the 2015/16 academic year.

- b) Initially up to 100 scholarships will be awarded each year. We are conducting preliminary screening on the applications received by the deadline for the first year of applications (i.e. for the 2015/16 academic year). Results will be announced in August 2015.

- End -

**CONTROLLING OFFICER'S REPLY****EDB338****(Question Serial No. 5759)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) The Government introduced the Mainland University Study Subsidy Scheme in the 2014/15 academic year to enable needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions to receive grants during the study period of their programmes. What are the details, number of beneficiary and expenditures involved?
- (b) In 2015-16, will the Government earmark resources for working on the recognition of Mainland university qualifications in Hong Kong? If yes, what are the work details and the estimated expenditures?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 45)

Reply:

- (a) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions ("Admission Scheme"). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. The MUSSS will benefit three cohorts of students starting from the 2014/15 academic year (i.e. those entering the first year of undergraduate studies in the 2014/15, 2015/16 and 2016/17 academic years) and then its effectiveness will be reviewed. Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy of \$15,000 per year and the remaining 111 to receive the half-rate subsidy of \$7,500 per year. The total expenditure for implementing the MUSSS in the 2014/15 academic year was about \$4 million.
- (b) To promote co-operation between the Mainland and Hong Kong in education and student exchanges, a Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education (MoU) was signed between the Ministry of Education and the then Education and Manpower Bureau of the Hong Kong Special Administrative Region in July 2004. The MoU facilitates the mutual recognition of academic qualifications awarded in both places for the purpose of further studies in recognised Mainland and Hong Kong higher education institutions with powers to award degrees at Bachelor's level or above. The list of recognised higher education institutions in both places are attached as Annex to the MoU and updated regularly. The 78 Mainland higher education institutions participating in the Admission Scheme in the 2015/16 academic year are all included on the list of recognised institutions in the Mainland in the Annex to the MoU.

Recognition of individual qualifications is essentially a matter for the users to decide. In general, it is up to individual employers (in both the public and private sectors) or professional bodies to decide whether a particular qualification obtained by an applicant should be regarded as meeting the requirements for filling the relevant job position or membership registration.

- End -

**CONTROLLING OFFICER'S REPLY****EDB339****(Question Serial No. 5760 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. The Education Bureau has decided that starting from the 2016/17 school year, the annual recurrent subvention to ESF schools will be phased out in 13 years. What is the progress of the phasing out arrangement? Has the Bureau received any request for help from parents and teachers or students? If yes, what is the number of cases?
- (b) For each of the past 3 years, what are the respective numbers of non-Chinese speaking students with special educational needs studying in ESF's mainstream schools and its special schools, the number of relevant school places provided by these schools, as well as the number of people waiting for relevant school places?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 46)

Reply:

- (a) The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. As reported to the Legislative Council Panel on Education in July 2013, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million will be maintained for three years from the 2013/14 to 2015/16 school years. Starting from the 2016/17 school year, the annual recurrent subvention will be phased out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing recurrent subvention of \$28.3 million a year for students with special education needs (SEN) in ESF's mainstream schools as well as its special school will be excluded from the phasing out arrangement and frozen at the current level pending further review. We have not received any requests for assistance in relation to the phasing out arrangement since the announcement of the agreed phasing-out arrangement with ESF in mid-2013.
- (b) According to ESF and based on their return to the annual student enrolment survey conducted by the Education Bureau (EDB), statistics between the 2012/13 and 2014/15 school years on (i) the total number of students with SEN in its mainstream schools and special school; (ii) the total number of places in learning support centres in its mainstream schools; as well as (iii) the number of places in its special school, with breakdown by primary and secondary levels, are set out in **Annex**. We do not have readily available information on the number of non-Chinese speaking students with SEN in ESF schools, or the number of students on the waitlist for SEN places in ESF schools.



**Numbers of Students with Special Educational Needs (SEN)  
Studying in schools operated by English Schools Foundation (ESF)**

School Year	2012/13		2013/14		2014/15	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Number of students with SEN (including mainstream schools and special school)	141	232	139	239	136	256
Number of school places in the learning support centres in mainstream schools	98	92	105	108	105	112
Number of places in special school	33	30	34	36	34	36

- End -

**CONTROLLING OFFICER'S REPLY****EDB340****(Question Serial No.5761)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has further enhanced the provision of the Learning Support Grant for public sector secondary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs. In this connection, what were the details, expenditure and number of students benefited? Will the related provision be further increased in the 2015/16 school year? If yes, what are the details and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No.47)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector secondary schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The amount of LSG received by each school is calculated according to the number of students with SEN admitted and the tier of support the students require. To further enhance the support for students with SEN in mainstream schools, EDB has increased the rates of LSG by 30% with effect from the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,000 and \$26,000 respectively, and the basic provision per school per annum for the first one to six student(s) requiring tier-3 support has also been raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. The estimated expenditure on the provision of LSG for public sector secondary schools in the 2014/15 school year is \$226.5 million. Schools should pool together and deploy flexibly LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services, etc. to render appropriate support for the students with SEN. All students with SEN studying in these schools benefit from this.

From the 2015/16 school year onwards, the grant rates and the ceiling of LSG for each school will be adjusted annually according to the change in the Composite Consumer Price Index. For budgetary purpose, the estimated expenditure on LSG for public sector secondary schools in the 2015/16 school year is about \$245.7 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB341****(Question Serial No. 5762)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) In the 2014/15 school year, did the Education Bureau conduct review on the Territory-wide System Assessment (TSA)? Including the consideration of cancelling the entire TSA? If yes, what are the related result and expenditure?
- (b) In the 2015/16 school year, will the Bureau reserve any resource to study the cancellation of the TSA? If yes, what are the details of the plan and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 48)

Reply:

To address the concerns expressed by schools on pressure and workload arising from the Territory-wide System Assessment (TSA), the Education Bureau (EDB) conducted a review on TSA and announced in April 2014 some enhancement measures, including –

- (a) not disclose to individual primary schools the percentage of their students achieving basic competencies in Chinese Language, English Language and Mathematics;
- (b) remove the TSA from the Key Performance Measures for primary schools;
- (c) continue with the alternate-year arrangement for Primary 6 TSA and Pre-Secondary One Hong Kong Attainment Test (Pre-S1 HKAT), i.e. Primary 6 TSA would be conducted in odd-numbered years and Pre-S1 HKAT in even-numbered years, whereas the implementation mode of Primary 3 and Secondary 3 TSA would remain unchanged; and
- (d) enhance the reporting functions of the TSA by phases and provide a more interactive reporting platform.

Following the implementation of the above measures from 2014 TSA onwards, we believe it would take some time for schools to gradually adjust their excessive drilling practices, bringing about a positive change to the assessment culture in schools. The EDB will continue to maintain close communication with the school sector through various channels and gauge the views of schools to assess the impact of the enhancement measures when appropriate. The expenditure involved would be absorbed within the resources of the EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB342**

**(Question Serial No. 5763)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) What are the details and expenditure of the work of the Education Bureau to “enhance the development of Hong Kong as a regional education hub” in the 2014/15 academic year?
- b) What are the specific plan, staffing arrangement and estimated expenditure of the work of the Education Bureau to “enhance the development of Hong Kong as a regional education hub” in the 2015/16 academic year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 49)

Reply:

(a) & (b)

In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, extending student exchange from degree and above programmes to sub-degree programmes, enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation as well as aligning the permitted period of stay of non-local students with the normal duration of their study programmes. .

As regards diversification, we have introduced in recent years a number of measures to facilitate the sustainable development of the self-financing post-secondary sector. These measures include –

- (i) Land Grant Scheme (LGS), which provides land sites and vacant government premises at nominal premium/rent to non-profit-making self-financing post-secondary institutions. Since the launch of the LGS in 2002, 11 sites and six vacant school premises have been allocated;
- (ii) Start-up Loan Scheme, which provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$7 billion have been approved;

- (iii) The Self-financing Post-secondary Education Fund, with a total injection of \$3.52 billion, is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education; and
- (iv) Research Endowment Fund, which includes an earmarked injection of \$3 billion to support the self-financing degree sector in enhancing its academic and research development.

Our efforts have started to bear fruit. In the 2013/14 academic year, about 30 100 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Moreover, there were about 5 400 incoming students on exchange in our publicly-funded institutions and a similar number of students taking part in exchange activities outside Hong Kong in the same year, i.e. around one out of four of our undergraduate students has the opportunity to go on exchange during their study period.

The above initiatives are regular policy work of the Education Bureau hence the implementation is funded by our existing resources.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB343**

**(Question Serial No. 5764)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: Not specified  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the EDB's "support to the 57th International Mathematical Olympiad 2016", what were the details of work, expenditure and staff arrangement in the past? In 2015-16, what are the plan, staff arrangement and estimated expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 50)

Reply:

As the supporting organisation of the 57th International Mathematical Olympiad 2016 (IMO 2016), Education Bureau (EDB) has been working closely with the International Mathematical Olympiad Hong Kong Company Limited (Host Organisation) and the Hong Kong University of Science and Technology (Host University) through regular meetings in order to provide professional views, and to monitor the planning work and the event logistics closely, with a view to ensuring smooth delivery of the 57th International Mathematical Olympiad 2016 (IMO 2016).

EDB has pledged to offer financial support on three major items, namely: (i) medals and souvenirs for the winners, (ii) printing materials for publicity of the Event and (iii) official opening and closing of the IMO 2016 and the hospitality package ancillary to these two ceremonies. The estimated expenditure for these three items is \$3 million. The manpower for this project has been absorbed by the recurrent estimate.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB344**

**(Question Serial No. 5765)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (-) Not specified  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

In 2015/16, what are the work plan, manpower arrangement and estimated financial provision of the Education Bureau for the International Civic and Citizenship Education Study 2016?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 51)

Reply:

The Education Bureau (EDB) has commissioned a research institute in 2014 to administer the International Civic and Citizenship Education Study (ICCS) 2016 (hereafter the Study). In 2015/16, the Main Survey of the Study will be carried out in Hong Kong and EDB will monitor its progress. The estimated expenditure in 2015/16 will be \$0.9 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB345****(Question Serial No. 5766)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

- a) Please list out the total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure over the past three years.
- b) The estimated total expenditure and estimated total recurrent expenditure on education in 2015-16, as well as their estimated percentage shares in the Government's total public expenditure and total recurrent expenditure.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 52)

Reply:

The total expenditure and total recurrent expenditure on education, as well as their respective percentage share of the Government's total public expenditure and total recurrent expenditure from 2012-13 to 2015-16 are as follows –

	Total expenditure on education		Total recurrent expenditure on education	
	Amount	% share of total public expenditure	Amount	% share of recurrent government expenditure
	\$ million	%	\$ million	%
2012-13	76,600	19.1	60,449	23.0
2013-14	76,392	16.7	63,458	22.3
2014-15 Revised Estimate	74,112	17.4	68,157	22.2
2015-16 Estimate	79,329	16.7	71,380	22.0

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB346**

**(Question Serial No. 5767)**

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

According to the Bureau, during 2015/16, it will provide free lunch at schools for eligible needy primary students in special schools, what are the details, estimated expenditure and number of students expected to benefit from it?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 53)

Reply:

For the 2015/16 school year, we have earmarked a provision of about \$211 million to provide free lunch at school for needy primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme. Regarding special schools, based on past experience, not all eligible students would join the programme. This is mostly because some special schools provide boarding service including lunch and some others have received funding or lunch subsidy of similar nature from other charities or organisations. For budgetary purposes, it is estimated that about 570 eligible primary students in special schools would benefit from the programme in the 2015/16 school year with an estimated expenditure of about \$2.1 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB347**

**(Question Serial No. 5768)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What were the numbers of ethnic minorities students in Hong Kong in the past 3 years? (Please provide a breakdown by the categories of ethnic minorities)

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 54)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking ethnic minority students studying in public sector and Direct Subsidy Scheme primary and secondary schools in the past 3 years (i.e. from the 2012/13 to 2014/15 school years) is tabulated at Annex A and Annex B respectively. The number of ethnic minority students studying at kindergartens from the 2012/13 to 2014/15 school years is tabulated at Annex C.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in primary schools  
from the 2012/13 to 2014/15 school years**

	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>Indonesian</b>	57	76	98
<b>Filipino</b>	1 252	1 275	1 285
<b>Indian</b>	989	962	923
<b>Pakistani</b>	2 895	2 921	3 029
<b>Nepalese</b>	1 257	1 346	1 434
<b>Japanese</b>	64	69	83
<b>Thai</b>	126	141	143
<b>Korean</b>	22	25	37
<b>Other Asian</b>	35	42	201
<b>White</b>	329	428	492
<b>Others</b>	403	476	363
<b>Total</b>	7 429	7 761	8 088

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in secondary schools  
from the 2012/13 to 2014/15 school years**

	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>Indonesian</b>	37	38	47
<b>Filipino</b>	1 277	1 365	1 448
<b>Indian</b>	1 048	1 147	1 196
<b>Pakistani</b>	2 153	2 394	2 607
<b>Nepalese</b>	1 065	1 174	1 269
<b>Japanese</b>	71	70	66
<b>Thai</b>	73	87	107
<b>Korean</b>	43	45	57
<b>Other Asian</b>	35	48	181
<b>White</b>	132	138	180
<b>Others</b>	394	447	354
<b>Total</b>	6 328	6 953	7 512

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of ethnic minority students studying in kindergartens  
from the 2012/13 to 2014/15 school years**

	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>Indonesian</b>	66	69	76
<b>Filipino</b>	583	642	641
<b>Indian</b>	1 023	1 033	1 078
<b>Pakistani</b>	1 473	1 414	1 486
<b>Nepalese</b>	907	950	954
<b>Japanese</b>	898	834	772
<b>Thai</b>	114	100	104
<b>Korean</b>	254	257	284
<b>Other Asian</b>	166	228	429
<b>White</b>	3 671	3 839	3 245
<b>Others</b>	1 206	1 304	1 299
<b>Total</b>	10 361	10 670	10 368

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB348**

**(Question Serial No. 5769)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) In the 2014/15 school year, the EDB conducts Quality Review for kindergartens joining the Pre-primary Education Voucher Scheme (PEVS). What are the details and expenditure involved?
- b) In the 2015/16 school year, the EDB will conduct Quality Review for kindergartens joining the PEVS. What will be the details and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 55)

Reply:

a) & b)

The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). All KGs under the Pre-primary Education Voucher Scheme are required to conduct ongoing SSE for school development and accountability purposes. KGs should prepare development plans and conduct holistic review on their state of performance by making reference to the Performance Indicators (Pre-primary Institutions) issued by the Education Bureau (EDB).

EDB arranges QR to make professional judgement on the overall performance of KGs. Apart from scrutinising the School Reports and stakeholder survey results submitted by KGs, the review team of EDB conducts on-site visits to KGs to validate their findings in SSE. The QR reports will be issued to the KGs and uploaded onto the EDB website, which is linked to the KG Profile, to facilitate parents in making informed choices of kindergarten for their children.

All the QRs are conducted by EDB staff and the relevant expenditure is subsumed in the overall expenditure of EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB349**

**(Question Serial No. 5770)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

- a) Regarding strengthening schools' internal management and reducing teachers' administrative work, what are the details and expenditures of the efforts made in 2014/15 school year?
- b) Regarding strengthening schools' internal management and reducing teachers' administrative work, what are the detailed work plan and estimated expenditures in 2015/16 school year?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 56)

Reply:

a) and b)

To support schools to strengthen their administration and management, as well as to streamline procedures, thereby enhancing efficiency and unleashing teachers' capacity, the Education Bureau (EDB) has launched the Pilot Project on Strengthening Schools' Administration Management (pilot project) since the 2011/12 school year. Each participating school is provided with professional support and a grant of \$0.45 million over the trial period for employing additional administrative staff and/or procuring necessary services, etc. to develop fit-for-purpose practices/systems appropriate to their own circumstances. Good practices and useful information gathered from the pilot project will be disseminated to other public sector schools.

A total of 96 public sector schools have participated in the pilot project in three phases, with the third phase to be completed by the end of 2015. To further consolidate more good practices and experience, the project will be extended to a new batch of public sector schools in the 2015/16 school year. The expenditure involving the existing batch and new batch of schools is estimated at about \$32.4 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB350****(Question Serial No. 5771)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the tuition fee reimbursement mechanism put in place by the Education Bureau to provide a flat-rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level and which has been regularised starting from the 2014/15 academic year, what are the details, eligible programmes, assessment criteria, staffing arrangement, number of beneficiaries and expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 57)

Reply:

In the 2013/14 academic year, the Community Care Fund launched a programme to enhance the support for eligible students pursuing below sub-degree programmes in two aspects, including the introduction of a tuition fee reimbursement mechanism, and provision of a flat-rate academic expenses grant for students. The Government has regularised the programme starting from the 2014/15 academic year.

In order to ensure the quality of the programmes, student beneficiaries should meet all the criteria below –

- (a) they are pursuing full-time programmes below sub-degree level;
- (b) they are pursuing Government-subvented programmes; for self-financing programmes, the following conditions must be satisfied –
  - (i) the programmes are accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications;
  - (ii) the tuition fee levels are approved by the Education Bureau; and
  - (iii) the programmes are accepted by the Civil Service Bureau as meeting the entry qualification of civil service grades requiring Level 2 in five subjects, including Chinese Language and English Language, in the Hong Kong Diploma of Secondary Education examination;
- (c) they are eligible for full or half grant assistance under the means-test mechanism of the Working Family and Student Financial Assistance Agency (WFSFAA); and
- (d) their families are not recipients of the Comprehensive Social Security Assistance (CSSA), since “school fees and school-related expenses” are already covered by the “special grants” under CSSA.

In addition to the above criteria, only students pursuing full-year programmes will be eligible to the flat-rate academic expense grant.



For the 2014/15 academic year, students meeting the above criteria (a)-(d) are those pursuing Yi Jin Diploma (YJD) programme and subvented programmes below sub-degree level offered by the Vocational Training Council (VTC), as well as the self-financed Foundation Diploma (Level 3) programme offered by VTC. Some of these programmes are full-year programmes and some are not. Students eligible to receive full or half grant under the means-test mechanism of the WFSFAA will be eligible to receive reimbursement of 100% or 50% of the tuition fees respectively. However, it is worthy to note that students pursuing YJD programme are already entitled to tuition fee reimbursement under WFSFAA's existing student financial assistance scheme, and are therefore not covered by the tuition fee reimbursement scheme above.

If students pursue programmes of duration at one year or above, they may also receive full or half level of the flat-rate academic expenses grant. For reference, eligible students are entitled to a full-grant of \$2,142 or a half-grant of \$1,071 in the 2014/15 academic year. The amount of the flat rate grant will be subject to annual price adjustment.

For the 2014/15 academic year, it is estimated that the total expenditure for the programme is about \$55.1 million, and about 2 700 and 4 600 students will receive the tuition fee reimbursement and flat-rate academic expenses grant respectively. The expenditure only covers the financial assistance to students and the Government will provide administrative support for the programme using existing manpower resources.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB351**

**(Question Serial No. 5772 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies , (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- a) What were the details and expenditure in overseeing the Hong Kong Examinations and Assessment Authority in each of the past 5 years?
- b) What are the detailed plan and estimated expenditure in overseeing the Hong Kong Examinations and Assessment Authority in 2015-16?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 58)

Reply:

(a)&(b)

The Hong Kong Examinations and Assessment Authority (HKEAA) is a statutory body set up in 1977 under the HKEAA Ordinance (Cap.261). Within the broad policy framework set by the Government in respect of its statutory functions, the HKEAA enjoys autonomy in its day-to-day operation. It is governed by the HKEAA Council with members drawn from various sectors, including tertiary institutions, schools, business and the Government. In respect of the Government's general monitoring role, the Education Bureau (EDB) is represented on the HKEAA Council and its committees. HKEAA is also required to submit its annual estimates of income and expenditure and programme of its proposed activities to the Government for approval, and to table its annual audited accounts and report of activities at the Legislative Council every year, under the HKEAA Ordinance (Cap.261). As regards specific monitoring of the use of one-off non-recurrent grant to HKEAA for specific projects, the EDB will, apart from being represented on the relevant committees, require HKEAA to report progress of the projects on a regular basis. The manpower and administrative costs for the EDB's monitoring role have been absorbed within the existing resources of the EDB.

- End -

**CONTROLLING OFFICER'S REPLY****EDB352****(Question Serial No. 4714)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the engagement of outsourced workers, please provide the following information:

	2015-16
Estimated number of service contracts with service providers	
Estimated amount of operational expenses payable to service providers	
Estimated number of workers engaged through service providers	

Asked by: Hon CHAN Wai-yip, Albert (Member Question No. 114)

Reply:

Service contracts are drawn up according to operational need. We do not have the required information for 2015-16. Relevant figures for 2014-15 are provided below for your reference –

	<b>2014-15</b> <b>(projection up to 31.3.2015)</b>	
Number of outsourced service contracts	529 (estimated total)	
Total amount payable to service contractors	\$340,367,142 (estimated total)	
Number of staff employed under outsourced service contracts	Number of staff employed in 215 contracts (Information on number of staff employed is not specified in the other 314 contracts.)	full-time: 858  part-time: 75

- End -

**CONTROLLING OFFICER'S REPLY****EDB353****(Question Serial No. 4565)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. Please give a breakdown of the information on primary and secondary students having transferred to other schools in the past 5 years.

2010-2011

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2011-2012

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2012-2013

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2013-2014

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2014-2015 (latest figures)

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2. Please list the reasons for students transferring to other schools by category.
3. What are the Education Bureau's policies on handling students transferring to other schools and the support service for these students?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 42)

Reply:

(1) - (2)

The Education Bureau (EDB) does not collect information on specific reasons for transfer of school of individual students. In general, students may change schools due to different reasons, such as removal, family reasons and adaptation problem. We consider that providing a breakdown of the information on primary and secondary students having transferred to other schools by whether the students are with special educational needs (SEN) or not is inappropriate and can be misleading.

(3)

EDB provides placement assistance to school-aged children in need upon request. If there is information indicating that the school transfer is due to special reasons of the students such as poor adjustment in their original schools, SEN or changes in family status that warrant schools' particular attention, EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the students. Schools currently adopt a Whole School Approach to provide a variety of remedial, preventive and developmental guidance programmes, such as induction / adjustment programmes, peer support scheme and therapeutic group work, to help students adapt to the new learning environment and integrate into the new school life. Schools also deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitude, with a view to helping students solve their learning difficulties and handling their behavioral problems as appropriate.

For students with SEN who are unable to cope with learning in mainstream schools and in need of transferring to special schools, EDB will, with consent from parents, place them in appropriate special schools according to the assessment results and recommendations of medical specialists / professionals. Special schools, subject to parental consent, may also refer students who are found to be more capable in learning as compared to other students to their educational psychologists for assessment for consideration of transferring to mainstream schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB354****(Question Serial No. 5376)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown, by types of disabilities, of the distribution and data of students with special educational needs in each of the 3 tiers under the 3-Tier Intervention Model in the past 5 years.

2010-2011

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2011-2012

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2012-2013

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2013-2014

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2014-2015(the latest figures)

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 43)

Reply:

EDB encourages schools to adopt the Whole School Approach to supporting these students through a 3-Tier Intervention Model, taking into account their need and the tier of support required. Under the Model,

appropriate support measures are adopted to cater for the students' diverse needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to "add on" intervention, such as small group learning and pull-out programmes etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN. Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model.

The number of students with SEN studying in public sector mainstream primary and secondary schools by SEN types from the 2010/11 to 2014/15 school years is set out at the Appendix.



**Number of students with SEN studying in public sector mainstream primary and secondary schools by major SEN Types  
from the 2010/11 to 2014/15 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/ Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
<b>2010/11</b>	14 980	1 580	2 760	3 250	440	140	780	1 710
<b>2011/12</b>	16 280	1720	3 370	3 740	390	150	800	2 180
<b>2012/13</b>	17 440	1 690	4 150	4 780	380	130	690	2 130
<b>2013/14</b>	18 080	1 680	4 970	5 860	360	130	660	2 090
<b>2014/15</b>	18 610	1 650	5 790	6 910	330	120	650	2 130

- End -

**CONTROLLING OFFICER'S REPLY****EDB355****(Question Serial No. 5377)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the distribution of students with special educational needs in the three bands of secondary schools in the past five years by categories of disabilities.

2010-11

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2011-12

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2012-13

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			

Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2013-14

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2014-15 (the latest figures)

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 44)

Reply:

“Banding of a student or secondary school” is a misconception. In brief, the Secondary School Places Allocation (SSPA) System is designed for, among other objectives, allocation of a Secondary One place to each participating student in an orderly manner to reduce undue pressure on students when seeking admission to Secondary One through the SSPA System. The so-called “banding” is merely an intermediary product in the computer-processing of school choice during the Central Allocation (CA) of the SSPA System to differentiate the order of allocation of participating students to a secondary school when the number of students making the choice to the secondary school exceeds the CA quota of the school. To avoid labelling of students and schools, and adverse impact on learning and teaching in schools, there is a consensus in the school sector that any information related to the “banding” of students should not be disclosed. The Education Bureau has been, through various means of parent education, calling for parents’ consideration of the needs, aptitudes and abilities of children when making school choice to reduce unnecessary competition for school places and alleviate undue pressure on students. The number of students with special educational needs (SEN) studying in Secondary One in public sector mainstream secondary schools by SEN type in the past five years (from the 2010/11 to 2014/15 school years) is tabulated at the Annex . However, like other SSPA applicants, we do not have the number of students with SEN by SEN type in secondary schools of different “banding”.

**Number of Secondary One students with SEN studying in public  
sector mainstream secondary schools by SEN type from the 2010/11 to 2014/15 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
2010/11	1 863	166	186	373	37	8	72	71
2011/12	1 891	164	225	488	35	15	63	60
2012/13	2 267	149	294	577	33	8	66	73
2013/14	2 297	183	396	710	32	12	60	65
2014/15	2 259	180	435	847	18	3	57	70

Note: Figures as at September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB356****(Question Serial No.5378)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please inform us on the claw-back of Learning Support Grant (LSG) from schools in the past 5 years:

Claw back percentage	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Under 5%					
5 – 10%					
11 – 20%					
21 – 30%					
Over 30%					

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No.45)

Reply:

Schools are encouraged to fully utilise, in the respective school year, the Learning Support Grant (LSG) provided every school year to cater for the needs of their students with special educational needs. For schools which have accumulated a surplus in excess of 30% of the 12 months' provision of LSG at the end of the respective school year (for aided and caput schools) or financial year (for government schools), the excess surplus will be clawed back. This arrangement was introduced in the 2011-12 financial year<sup>Note 1</sup>.

The number of schools with LSG clawed back at the end of the 2011/12 and 2012/13 school years (aided and caput schools)/ 2011-12 and 2012-13 financial years (government schools) by percentage range in relation to 12 months' provision is tabulated below. There is an increase in the number of schools having surplus clawed back in the latter school/financial year because the claw-back mechanism came into effect in aided and caput secondary schools only from the 2012/13 school year. As the amount to be clawed back from aided and caput schools for the 2013/14 school year will be confirmed only after the schools' submission of audited accounts by end of February 2015 and verification by EDB, we are unable to provide the claw-back information for the 2013/14 school year and beyond.

No. of schools <sup>Note 2</sup> Claw back percentage	2011/12 school year (aided primary schools)/ 2011-12 financial year (government schools)	2012/13 school year (aided & caput schools)/ 2012-13 financial year (government schools)
Under 5%	18	31
5 – 10%	5	20
11 – 20%	7	22
21 – 30%	7	14
Over 30%	12	31

Note 1: This arrangement was first implemented in government schools in 2011-12 financial year. It came into effect in aided primary schools and aided/caput secondary schools starting from the 2011/12 and 2012/13 school years respectively.

Note 2: The figures denote position as at February 2015.

- End -

**CONTROLLING OFFICER'S REPLY****EDB357****(Question Serial No. 5379)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

1. Regarding the support for students with special educational needs (SEN), what are the criteria for allocation according to disability situation under the current 3-Tier Intervention Model?
2. How to determine students of which tier of support or level of disabilities can participate in the individual education plan (IEP)?
3. What is the number of students participating in the IEP currently and what is their percentage share in the total number of students with SEN?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 46)

Reply:

(1) - (3)

The Education Bureau (EDB) encourages schools to adopt the Whole School Approach to support the students with special educational needs (SEN) through a 3-Tier Intervention Model, taking into account their support needs. Under the Model, students with severe learning difficulties, regardless of their SEN type, are provided with tier-3 support and schools are required to draw up an individual education plan (IEP) for each of these students. An IEP is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate.

In gist, whether a student with SEN requires an IEP depends solely on his support needs and it is also a school-based professional judgement and decision. As for the other students with SEN, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the level of support required as appropriate. The level of support of students with SEN may require upward or downward adjustment from time to time according to the performance of the students and the distribution of students under the 3-Tier Intervention Model may change accordingly. Hence, we are unable to provide the number of students with IEP and their percentage share in the total number of students with SEN.

- End -

**CONTROLLING OFFICER'S REPLY****EDB358****(Question Serial No. 5380)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme:  
(2) Primary Education  
(3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

With regard to the admission of students with special needs by primary and secondary schools over the past five years, please provide the respective number of schools which have admitted the following number of students:

Number of Students with Special Needs Admitted	Number of Primary Schools	Number of Secondary Schools
0		
1-5		
6-10		
11-20		
21-30		
31-40		
41-50		
Over 50		

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 47)Reply:

The number of primary and secondary schools by number of students with special educational needs (SEN) admitted from the 2010/11 to 2014/15 school years (position as at September of the respective school year) is tabulated below.

School Year No. of students with SEN admitted	2010/11		2011/12		2012/13		2013/14		2014/15	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	12	1	7	1	6	0	2	0	0
1-5	8	93	4	69	2	50	5	35	5	24
6-10	24	61	20	64	21	60	18	52	13	51
11-20	67	65	46	63	44	69	45	80	31	73
21-30	98	31	94	38	76	41	78	41	82	46
31-40	135	36	138	26	130	23	106	21	106	32
41-50	82	32	96	27	97	23	95	29	89	21
More than 50	48	69	58	103	84	122	106	133	126	145

- End -



**CONTROLLING OFFICER'S REPLY****EDB359****(Question Serial No. 5381)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of reported cases of bullying in school received by the Education Bureau (EDB) and the numbers of students with and without special educational needs respectively in the past 5 years.
2. What are the EDB's policy on handling bullying in school and strategies for reducing the occurrence of bullying?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 48)

Reply:

1. Based on the information retrieved from EDB's annual questionnaire survey on guidance and discipline in public sector primary and secondary schools, the number of students (including students with special educational needs (SEN)) involved in school bullying cases in the past 5 years (i.e. from the 2009/10 to the 2013/14 school years) is as follows:

School Year	2009/10	2010/11	2011/12	2012/13	2013/14
Number of students involved in school bullying cases (students with SEN)	379 (9)	242 (20)	219 (17)	257 (26)	254 (20)

2. EDB will not tolerate any act of bullying in schools. In this connection, circulars and guidelines have been issued requiring all schools to take the matter seriously and implement proactive measures to ensure the safety of students at school. The School Administration Guide sets out guidelines on the handling and prevention of bullying cases for reference by all schools. Schools are advised to adopt a Whole School Approach in formulating and implementing anti-bullying strategies, including clear stance on zero tolerance, proper reporting mechanism and handling procedures, highly transparent monitoring as well as proactive and serious attitude in handling each bullying incident.

The anti-bullying awareness of students and staff is also enhanced through preventive education, training programmes and various guidance and discipline activities. Schools are required to augment the personal development education and life education elements in various domains of their school curriculum to instil in students a sense of respect for others and help them acquire communication, social and conflict-management skills. Starting from the 2011/12 school year, EDB has launched the Harmonious School – Anti-bullying Campaign, under which schools will organise Anti-bullying Day/Week events with the provision of teaching/promotional materials, an anti-bullying charter and training for Peace Ambassadors. To facilitate students with SEN to integrate into their school life, EDB encourages schools to adopt a Whole School Approach to integrated education. Through peer support programmes, circles of friends, learning groups

and collaborative teaching, etc., students can get to know and accept each other, and all teachers and students will respect individual differences and jointly create a harmonious school environment. Besides, home-school cooperation is very important. Through parent education, parents are encouraged to listen patiently to their children, support them to face their problems with a caring attitude, maintain communication with schools, and seek help from teachers, guidance personnel and social workers whenever necessary.

- End -

**CONTROLLING OFFICER'S REPLY****EDB360****(Question Serial No. 5382)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(4) Special Education

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

Director of Bureau: Secretary for Education

Question:

In respect of the implementation of "New Funding Mode" under the integrated education policy so far, would the Government please list the expenditure details of each year:

1. The comparison among the unit cost of each type of special schools, the unit cost for supporting students with special needs studying in mainstream schools and the unit cost of students other than those with special needs;
2. The percentage share of the expenditure on integrated education in the overall education expenditure; and
3. The percentage share of the expenditure on special education in the overall education expenditure.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 49)

Reply:

(1) - (3)

Under the prevailing education policy, the Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with special educational needs (SEN) may attend mainstream schools. EDB has been providing regular subvention for all mainstream schools to cater for student diversity. All students, including students with SEN, will benefit from support services rendered. In addition, to help mainstream schools cater for students with SEN, EDB has been providing schools with additional resources, professional support and teacher training. The total expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention from the 2010/11 to 2014/15 school year is set out at Appendix 1. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. Top-up Fund for procurement of special furniture and equipment). In other words, not all schools and students with SEN are receiving the same support services and the funding involved can vary. Hence, providing the unit cost for students with SEN across all mainstream schools or the percentage share of expenditure on integrated education in the overall expenditure of education is inappropriate and misleading. The unit cost of each subsidised place in aided primary and secondary schools from 2010-11 to 2014-15 is set out at Appendix 2.

The average unit cost of each type of special schools from the 2010/11 to 2014/15 school years and the percentage share of the expenditure on special education in the overall education expenditure from 2010-11 to 2014-15 are set out in Part I and Part II of Appendix 3.

**Expenditure on additional support and services for  
students with SEN in public sector mainstream schools  
from the 2010/11 to 2014/15 school years  
(on top of the regular subvention)**

School Year	Expenditure (\$ million)
2010/11	900
2011/12	964
2012/13	1,009
2013/14	1,075
2014/15 (Revised Estimate)	1,237

**Unit cost of each subsidised place in  
aided primary and secondary schools**

Financial Year	Primary	Secondary
2010-11	\$35,706	\$42,717
2011-12	\$39,227	\$44,972
2012-13	\$44,451	\$49,246
2013-14	\$47,186	\$53,987
2014-15 (Revised Estimate)	\$51,670	\$61,460

**Part I****Average unit cost of aided special schools from the 2010/11 to 2014/15 school years**

School Year School Type	2010/11	2011/12	2012/13	2013/14	2014/15
Visual Impairment	\$174,500	\$197,500	\$213,000	\$229,000	\$258,500
Hearing Impairment	\$207,000	\$221,000	\$254,000	\$262,500	\$279,000
Physical Disability	\$218,000	\$230,000	\$249,000	\$254,000	\$279,000
Mild Intellectual Disability	\$110,000	\$122,500	\$140,000	\$145,500	\$171,000
Moderate Intellectual Disability	\$185,000	\$198,500	\$216,500	\$218,000	\$239,500
Severe Intellectual Disability	\$242,500	\$263,000	\$278,000	\$281,000	\$313,000
School for Social Development	\$113,500	\$120,000	\$137,500	\$134,000	\$149,000
Hospital School	\$129,000	\$138,000	\$153,000	\$153,000	\$167,500

**Part II****Percentage share of the expenditure on special education in the overall education expenditure from 2010-11 to 2014-15**

Financial Year	2010-11	2011-12	2012-13	2013-14	2014-15 (Revised Estimate)
Percentage Share (%)	2.6	2.5	2.5	2.4	2.8

- End -

**CONTROLLING OFFICER'S REPLY****EDB361****(Question Serial No. 5383)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Integrated education has been implemented by the Government for over 10 years and many problems have arisen. Will the Government conduct a comprehensive review of the integrated education policy?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 50)

Reply:

The Whole School Approach (WSA) to Integrated Education (IE) currently implemented in Hong Kong is in line with the global trend in the development of IE. The Education Bureau (EDB) has kept the implementation of IE under constant review by monitoring the deployment of resources and implementation of measures through its daily work, sending officers on study tours to other countries and regions to learn from their experience, and collecting feedback from the sector and stakeholders through different channels. EDB set up the Task Force on IE in Mainstream Schools (IE Task Force) in 2005, comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, EDB briefs the members of the IE Task Force on the progress of implementing IE and seeks their views on improvement measures. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to strengthen communication and co-operation as well as to tap their views on the implementation of IE. In the light of our on-going review and having considered the need of the students and views of the different stakeholders, EDB has introduced a number of enhancement measures in the past years, including regularizing the Enhanced Speech Therapy Grant and the resource schools and special schools cum resource centres, introducing the teacher professional development framework on IE, extending the School-based Educational Psychology Service to cover all public sector primary and secondary schools and improving the funding arrangements of the Learning Support Grant.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies and measures, including the support for students with special educational needs (SEN), through self-evaluation each year, which is validated in External School Review conducted by EDB. EDB also requires schools to submit an annual self-evaluation report on the implementation of WSA to IE at the end of the school year. To further enhance transparency, schools are required to set out in their annual school reports how resources are deployed to provide support services for students with SEN. With a view to supporting schools to better utilize their resources, professional staff of EDB conducts regular school visits to provide consultation and organise training and sharing sessions for schools to facilitate proper deployment of resources for supporting students with SEN.

According to our observations and communication with schools, schools are in support of IE. With accumulated practical experience gained over the years, more and more schools are adopting WSA in



providing appropriate support for students with SEN and successful cases have been seen in schools in respect of culture building, policy formulation and implementation. EDB will continue to closely monitor the implementation of IE in schools and introduce improvement measures as and when necessary.

As announced in the 2015 Policy Address, we have invited the Community Care Fund to consider providing a cash grant on pilot basis for mainstream schools with relatively more students with SEN and financial needs so that a designated teacher can be deployed to co-ordinate matters relating to SEN support.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB362**

**(Question Serial No. 5384)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

1. What are the existing teacher training requirements in respect of supporting students with special educational needs?
2. How do these requirements compared to those of other developed countries, including Taiwan, Canada, the U.S.A and Britain?
3. What proportion of teachers have received adequate training? Please list the respective data of mainstream schools and special schools.
4. Does the Government have any strategies to provide all teachers with training in supporting students with special needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 51)

Reply:

(1) and (2)

The Education Bureau (EDB) launched a five-year teacher professional development framework on integrated education (IE) in the 2007/08 school year. Under the framework, structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) are provided for serving teachers to enhance their capacity in supporting students with special educational needs (SEN). The training targets for each of the public sector mainstream schools to be achieved by the end of the 2014/15 school year are as follows:

- (i) at least 10% to 15% of teachers will complete the Basic Course;
- (ii) at least three to six teachers will complete the Advanced Course; and
- (iii) at least three to six teachers will complete the Thematic Courses (with at least one teacher completing the course(s) under each category as far as possible).

Since the 2012/13 school year, we have also provided a Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities (TCSST) specifically for special school teachers.

As the education system and policy vary among different countries, it is considered not appropriate to make any direct comparison with other countries in respect of teacher training in supporting students with SEN.

(3) and (4)

As at the 2013/14 school year, the percentage of teachers having received special education training in public sector mainstream primary and secondary schools is about 43% and 21% respectively. The percentage of secondary school teachers having received special education training is lower than that of their primary counterpart mainly because secondary school teachers have given priority to training programmes related to the implementation of the New Senior Secondary curriculum in the previous years. As for special schools, more than 72% of the teachers have received special education training.

To support schools in arranging teachers to attend the BAT Courses and the TCSST in a systematic manner, regular teachers of government and aided primary, secondary and special schools are granted paid study leave for attending these courses, and supply teachers are provided to the schools concerned. Letters have been sent to mainstream schools annually to inform them of the latest training position of the school to facilitate their planning of teachers to attend the BAT Courses as well as school-based professional development programmes.

It should be noted that apart from the BAT Courses and the TCSST, EDB also provides teachers with different theme-based training activities, including seminars, workshops, sharing sessions to share good practices and update teachers on the current trend and approach in catering for students with SEN.

Besides, EDB has maintained communication with teacher education institutions (TEIs) to request them to include “supporting students with SEN or learner diversity” as a core module in the pre-service education programmes. According to our understanding, the TEIs have already included this module in their pre-service teacher training programmes to enhance prospective teachers’ knowledge in this area. EDB has also incorporated topics on catering for student diversity and spearheading IE implementation in the Preparation for Principalship Course for Aspiring Principals and induction programme for newly appointed principals to strengthen the leadership of principals in the implementation of the Whole School Approach to IE.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB363**

**(Question Serial No. 5386)**

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

Under Programme (3), there has been continuous decrease in the number of students in government and aided schools and increase in the teacher-student ratio. In this connection, will the Government consider capitalising on the situation and strengthening measures to support the implementation of small-class teaching (SCT)?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 53)

Reply:

Conceptually speaking, small class teaching (SCT) is more a teaching strategy involving teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. International studies have suggested that SCT is more effective when students are of younger age and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. We have no plan to implement SCT in secondary schools having regard to the afore-mentioned considerations.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB364**

**(Question Serial No. 5387)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Under Programmes (2) and (3), it is stated that the Government will continue to expand the School-based Educational Psychology Service, with the target of covering all public sector primary and secondary schools by the 2016/17 school year.

1. What is the current coverage rate of school-based educational psychologists?
2. What is the current ratio of school-based educational psychologists to students? What will the ratio become when the target of covering all public sector primary and secondary schools by the 2016/17 school year is achieved?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 54)

Reply:

(1)

In the 2014/15 school year, 649 public sector primary and secondary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 77% of all public sector schools.

(2)

Under the SBEPS, one educational psychologist (EP) serves six to ten schools, including both primary and secondary schools of varying sizes. They pay regular visits to their schools to provide service at the school system, teacher support and student support levels. Since SBEPS is still developing and some schools are being provided with educational psychology service on a referral basis at a ratio of one EP to about 20 schools, we consider it not meaningful to provide the current ratio of EPs to students. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. As the number of students in the 2016/17 school year is not yet available, we are unable to provide the ratio of EPs to students of that year at this stage.

- End -

**CONTROLLING OFFICER'S REPLY****EDB365****(Question Serial No. 5388)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The most common services currently provided by schools for students with various special educational needs. (The first 3 most common services)

Type of Schools in Which Students Study	The Most Common Service Provided (Type of Service and Utilisation Rate of Service)	The Second Most Common Service Provided (Type of Service and Utilisation Rate of Service)	The Third Most Common Service Provided (Type of Service and Utilisation Rate of Service)
Kindergarten			
Primary School			
Secondary School (S1 to S3)			
Secondary School (S4 to S5)			
University			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 55)

Reply:

Services for children with special educational needs (SEN) at pre-primary levels are provided by the Social Welfare Department. The Education Bureau (EDB) does not maintain data on students with SEN at kindergarten levels.

To support public sector primary and secondary schools to cater for their students with SEN, EDB has been providing schools with additional resources on top of the regular subvention for all mainstream schools. These additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, including employing additional teachers and teaching assistants to provide in-class support or supplementary coaching after class, arrange small group learning and pull-out programmes, or hiring professional services (such as speech therapy, other specialist services, training groups on social/communication/executive functioning skills, emotion management, learning strategies, peer-mediated activities, etc). Schools can also apply for the Top-up Fund to procure special furniture and equipment or carry out minor conversion works for students

with disabilities if necessary. For students with significant emotional and behavioral problems despite provision of support, EDB will consider providing the schools with a time-limited grant to employ additional teaching assistants to help the students establish classroom routine. EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and develops teaching resources for use by teachers and parents, etc. to help schools cater for students with SEN. In addition, the professional staff of EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies and resource deployment, etc. As the context of individual schools differs and school-based support services vary according to the genuine needs of their students with SEN, we do not have detailed statistics about the services provided by schools and their utilisation rate.

At post-secondary level, many institutions provide special arrangement and support services according to the needs of students with SEN, including assigning academic advisors, providing tutorial services, special examination and assessment arrangements, arranging for programme applications flexibly, special measures for learning support (e.g. extra tutorials and early dissemination of handouts), appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, career advisory and support services, etc. Under the principle of institutional autonomy, post-secondary institutions can determine how to deploy their resources to assist students with SEN. Hence we are unable to provide the detailed information as requested.

- End -

**CONTROLLING OFFICER'S REPLY****EDB366****(Question Serial No. 5389)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please give information on the current provision of services for students with special educational needs in primary and secondary schools by educational psychologists:

	Secondary school	Primary school
No. of school visits made per month for providing services		
Average no. of counselling cases per month		
Average length of counselling time for each student		
Average number of years of services provided to each student		

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 56)

Reply:

Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten public sector schools (including both primary and secondary schools). They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases and thus reporting the average number of cases counselled by the EPs does not reflect comprehensively the actual service provided under the SBEPS. Likewise, the number of visit days paid to each school and the length of counselling time spent on each student vary, depending on the specific needs of the schools and their students. In principle, students will receive SBEPS on a need basis throughout their years of schooling in public sector primary and secondary schools. We do not have detailed statistics about the school visits by EPs as requested in the table.

- End -



**CONTROLLING OFFICER'S REPLY****EDB367****(Question Serial No. 5390)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

**Question:**

Please provide the information on the complaints received by the Education Bureau from parents of students with special educational needs on primary and secondary schools in the past 5 years.

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		
Average case processing time		

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 57)

**Reply:**

The number of complaints lodged by parents of students with special educational needs received by the Education Bureau (EDB) in the past five years is as follows:

**2010-2011**

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	2	4	0
Number of schools being complained	2	4	0
Number of completed cases	2	4	0

**2011-2012**

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	4	1
Number of schools being complained	0	4	1
Number of completed cases	0	4	1

**2012-2013**

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	2	2	3
Number of schools being complained	2	2	3
Number of completed cases	2	2	2

**2013-2014**

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	1	1	4
Number of schools being complained	1	1	4
Number of completed cases	1	0	1

**2014-2015** (latest data available)

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	1	0
Number of schools being complained	0	1	0
Number of completed cases	0	1	0

Note:

- (i) The statistics above are counted on a case-basis and some cases may involve more than one complainant.
- (ii) Number of completed cases reflects the position as at February 2015.

EDB will handle the complaints received in the first instance. We have no statistics on the number of cases waiting to be processed and the average time for waiting processing. The time spent on handling each complaint case would depend on the nature and complexity of the case. In general, it takes about two to three months to handle a formal complaint case. It may take a longer time to handle some complicated cases.

- End -

**CONTROLLING OFFICER'S REPLY****EDB368****(Question Serial No. 5391)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

**Question:**

In all kinds of schools, what major types of complaints are received by the Education Bureau from parents of students with special educational needs?

	Types of Complaints		
	Common Complaints Type 1	Common Complaints Type 2	Common Complaints Type 3
Kindergarten			
Primary School			
Secondary School (Secondary 1 to Secondary 3)			
Secondary School (Secondary 4 to Secondary 6)			
University			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 58)

**Reply:**

The common types of complaints received by the Education Bureau (EDB) from parents of students with special educational needs in the past 5 years are listed below:

	Types of Complaints		
	Common Complaints Type 1	Common Complaints Type 2	Common Complaints Type 3
Primary School	Learning Support	Discrimination	School Maladministration, Promotion of Students, Staff Performance
Secondary School (Note)	School Maladministration	Learning Support	-
Special School	School Maladministration	-	-

Note: There is no breakdown on the statistics of junior and senior secondary level.

EDB received no complaint from parents of students with special educational needs in kindergartens and universities during the period.

- End -

**CONTROLLING OFFICER'S REPLY****EDB369****(Question Serial No. 5392)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

What are the strategies adopted by the Government to handle the complaints made by parents of students with special educational needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 59)

Reply:

Cultivating a culture of good communication and establishing a well-defined complaint handling system are essential elements of good governance and quality services. All along, the Education Bureau (EDB) encourages schools to strengthen the communication and cooperation with parents for mutual understanding of their roles and responsibility in the implementation of integrated education. We require schools to establish a regular communication mechanism to let parents understand the special educational needs (SEN) of their children, participate in the formulation of support plans, review the learning progress and adjust the support measures, etc.

According to the prevailing complaint-handling mechanism, schools are required to establish a school-based mechanism and procedures, through which schools and parents can work together to resolve the problems by means of consultation. With regard to complaints about disability discrimination, if schools and complainants cannot reach a settlement, both parties can refer the case to the respective Regional Education Office for arrangement for a mediation meeting to work out a solution. If the above procedures fail to settle the matter, EDB will set up a Case Study Group (the Group) to seek opinion of outsiders. Members of the Group are appointed by EDB. Except the Chairperson, all members are non-EDB members, including parents, representatives from the education sector and other professionals such as representatives from the medical or legal sector, educational psychologist, and the field of social work. The Group will review the case in an objective, impartial and fair manner, and put forward settlement proposal to EDB.

In 2011, EDB set up the Ad Hoc Committee on Complaints Handling in Schools, now renamed as the Committee on Enhancement of Complaint Management in Schools, which comprises independent persons drawn from different sectors. After widely consulting the school sector and stakeholders and having regard to local and overseas experience, the Committee recommended that the Pilot Project on Enhancement of Complaint Management in Schools be implemented to assist schools to establish a school-based mechanism and procedures or refine those already in place for handling complaints, including complaints related to students with SEN. Launched in the 2012/13 school year, the Pilot Project is in Phase III now, with a total of 351 participating schools. EDB will plan for further revision to the complaint handling procedures upon review of the implementation and effectiveness of the pilot project.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB370**

**(Question Serial No. 5393)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Paragraph 110 of the Budget Speech states that the Government will subsidise 1 000 students per cohort to pursue self-financing undergraduate programmes.

(1) How many financial resources are involved each year?

(2) Why does the Government use public money to subsidise students to pursue self-financing programmes instead of increasing the number of places of funded programmes?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 60)

Reply:

- (1) As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at Annex.

The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided. The total

expenditure for running SSSDP for three cohorts of students is estimated to be \$960 million and one additional civil service post (viz. one Executive Officer I) has been created on time-limited basis to cope with the implementation workload.

- (2) SSSDP is one of the initiatives to broaden the opportunities for local students to receive higher education, as announced by the Chief Executive in his 2014 Policy Address. In view of the continuous decline expected in the number of local secondary school leavers from about 65 500 in 2014 to 42 700 in 2022, the Government has been exercising prudence in its planning for the provision of subsidised higher education opportunities, with due emphasis on both quality and quantity. We envisage that there will be sufficient publicly-funded and self-financing undergraduate places for all eligible secondary school leavers by the 2016/17 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

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**CONTROLLING OFFICER'S REPLY****EDB371****(Question Serial No. 5394)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of teachers who have completed the Basic, Advanced and Thematic Courses (BAT Courses) under the teachers' professional development framework on special education up to the 2013/14 school year and give a breakdown of the number of teachers who have not yet completed the BAT Courses.
2. How does the Administration assess the effectiveness of the BAT Courses in special education?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 61)

Reply:

(1)&(2)

The Education Bureau (EDB) launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year, under which structured training courses pitched at Basic, Advanced and Thematic Courses (BAT Courses) are provided for serving teachers in primary and secondary schools to enhance their capacity in catering for students with special educational needs (SEN).

As at the 2013/14 school year, the number of teachers who have completed Basic, Advanced and Thematic courses is 4 812, 1 898 and 4 457 respectively. It should be noted that apart from the BAT Courses, EDB has also arranged other teacher training programmes such as "Training Course for Teachers on Effective Strategies for Managing Students' Challenging Behaviour: A Psychological Approach", and thematic seminars and workshops organised from time to time. As such, we consider that providing the number of teachers who have not yet completed the BAT Courses does not give a complete picture of the training situation and will be misleading.

We have been monitoring the effectiveness of the BAT Courses through various means, including lesson observation, review meetings with the course providers, analysis of participants' feedback and examination of the evaluation reports by the course providers. A review of the Framework has been conducted, in which the views of school principals and teachers were gauged and the evaluation of the course providers scrutinized. The findings showed that the BAT Courses were effective in enhancing the teachers' knowledge and skills in catering for students with SEN. In view of the positive feedback, we have launched another round of BAT Courses starting from the 2012/13 school year, with appropriate adjustment to the mode and content of the training programmes to better meet the training needs of the teachers. Starting from the 2014/15 school year, we have further strengthened the practicum of the Advanced and Thematic courses with a view to helping the teachers apply the knowledge acquired.

- End -



**CONTROLLING OFFICER'S REPLY****EDB372****(Question Serial No. 5395)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

1. Please list out, by items, the number of hours of special education training in the pre-service teacher training courses currently provided by the various tertiary institutions.
2. As special education involves different areas, will the Administration consider resuming the previous two- year special education training for teachers provided by the Hong Kong Institute of Education?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 62)

Reply:

Higher education institutions in Hong Kong enjoy institutional autonomy in the planning and curriculum development of their programmes. As such, the Government and the University Grants Committee (UGC) do not collect information on the number of hours of special education training in pre-service teacher training programmes offered by the teacher education institution (TEIs). That said, we understand that modules and electives relevant to special education are currently made available in these programmes.

Besides, at present, The Hong Kong Institute of Education (HKIEd) offers a UGC-funded part-time Bachelor of Education (Honours) (Special Needs) programme to in-service teachers. Similarly, both HKIEd and The University of Hong Kong offer UGC-funded part-time Postgraduate Diploma in Education programmes with majors in Special Education to in-service teachers.

Starting from the 2007/08 school year, the Education Bureau (EDB) has introduced a teacher professional development framework on integrated education (IE), under which structured training courses pitched at Basic, Advanced and Thematic Courses (BAT Courses) are provided. It is expected that a critical mass of teachers having received related training would be formed in each school and those teachers would lead the continuous professional development of the school and guide their counterparts to implement IE through the Whole School Approach. Apart from the BAT Courses, EDB also arranges other training programmes on specific topics such as "Training Course for Teachers on Effective Strategies for Managing Students' Challenging Behaviour: A Psychological Approach". Besides, EDB regularly organizes various kinds of thematic training activities, including talks, workshops and sharing sessions, to keep teachers abreast of the latest development in IE and to share good practices. In short, schools may arrange teachers to attend different training programmes having regard to the needs of the school and the teachers. Teachers may also choose to attend other relevant in-service training courses offered by local teacher education institutions according to their training needs. As such, we do not have plans to resume the previous two-year special education training for teachers.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB373**

**(Question Serial No. 5397)**

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

Please provide the number of students with special educational needs identified and referred by using the "Observation Checklist for Teachers" and "The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students" in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 64)

Reply:

Under the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils (EII Programme), teachers complete the Observation Checklist for Teachers and the Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students to identify Primary One students at risk of learning difficulties and arrange early intervention for them. The progress of these students will be monitored and those students whose difficulties are severe or persistent despite intervention will be referred to specialists for assessment. The number of students identified to have marked difficulties via the EII Programme and referred for diagnostic assessment from the 2009/10 to 2013/14 school years is about 2 900, 3 000, 3 300, 3 600 and 3 800 respectively.

- End -

**CONTROLLING OFFICER'S REPLY****EDB374****(Question Serial No. 5399)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding post-secondary institutions' support for students with special educational needs, please advise:

1. of the number of interpreters or note-takers provided by various post-secondary institutions in the past 5 years and whether the relevant expenses had to be borne by students themselves;
2. of the amount of financial resources involved in providing support services for students with special educational needs in post-secondary institutions in the past 5 years, with a breakdown by area of spending; and
3. whether the Government will consider formulating a package of overarching policies and allocating additional resources to enable post-secondary institutions to enhance their support for students with special educational needs, given the difference and inconsistency in these institutions' current policies to provide support for students with special educational needs.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 66)

Reply:

1. The Government does not maintain records of the number of interpreters or note-takers provided by various post-secondary institutions or the relevant expenses to be borne by students.
2. As far as institutions funded by the University Grants Committee (UGC) are concerned, since funding for SEN students is included in the Block Grant provided for individual institutions, UGC is not able to provide the actual amount of expenditure on support services for such students.

As for the provision for the Vocational Training Council (VTC), starting from the 2013-14 financial year, an additional recurrent funding of \$12 million is allocated to VTC each year for procuring equipment and learning aids necessary for SEN students, providing them with psychological and student counselling services, and enhancing the support for teaching and learning. Besides, VTC established a new Youth College (Youth College (Yeo Chei Man)) in the 2012/13 academic year to provide dedicated support for SEN students and non-Chinese speaking students. The amounts of subvention granted by the Government for the operation of the Youth College (Yeo Chei Man) in the 2012/13 and 2013/14 academic years were about \$15.50 million and \$20.70 million respectively.

In addition, the Government made two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund in 2013 to establish scholarships to give recognition to deserving publicly-funded and self-financing post-secondary SEN students in the pursuit of academic and other excellence. About 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes are awarded the scholarships every year.

3. The Government is committed to providing young people, including SEN students, with flexible and

diversified study pathways with multiple entry and exit points, which include undergraduate and sub-degree programmes and vocational education programmes. While post-secondary education institutions will make special arrangements and provide support services according to the needs of SEN students, UGC and the Education Bureau (EDB) will, among others, maintain liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for SEN students. EDB has also established a platform to organise workshops, seminars and sharing sessions as needed from time to time so as to facilitate information and experience sharing among the institutions in the provision of support for SEN students.

To further promote the inclusive culture, UGC will provide a one-off special grant of \$20 million in total for the eight UGC-funded institutions starting from 2015. The grant will be allocated on a pro-rata basis according to the number of SEN students admitted to individual institutions, so that institutions may implement additional measures to enhance their support services for SEN students. The funding scheme, which aims to foster an inclusive culture in the campus, will last for two years. Upon conclusion of the scheme, institutions are required to deploy resources from the Block Grant to continue with the provision of such measures.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB375**

**(Question Serial No. 5401)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

1. Please provide a breakdown of students' average waiting time for the service of educational psychologists in the past 5 years.
2. Please provide figures on the number of educational psychologists and the average caseload per educational psychologist in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 68)

Reply:

(1)

In the past four years (i.e. from the 2010/11 to 2013/14 school years), about 90% of the cases referred to educational psychologists (EPs) were assessed within six months (for 2010/11 school year), five months (for 2011/12 and 2012/13 school years) and four months (for 2013/14 school year) respectively. Figure for the 2014/15 school year is not yet available since data from EPs in the aided sector are collected at the end of the school year. The remaining cases with a longer waiting time for assessment were often due to some specific circumstances, e.g. assessment deferred on the request of the parents and assessment held up pending the students' medical treatment.

(2)

The number of EPs involved in the provision of School-based Educational Psychology Service (SBEPS) from the 2010/11 to 2014/15 school years is 37, 52, 68, 80 and 99 respectively. As the SBEPS adopts a comprehensive and integrated service mode that aims at enhancing schools' capacity to cater for students' diverse educational needs, the services provided by EPs go beyond handling individual student cases. Thus, reporting the average number of assessment cases handled by each EP does not reflect comprehensively the actual service provided under the SBEPS and can be misleading.

- End -

**CONTROLLING OFFICER'S REPLY****EDB376****(Question Serial No. 5402)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the expenditure involved in catering the needs of students with special educational needs as well as on the promotional and educational work of integrated education in the past 5 years. How does the Administration evaluate the effectiveness of related work?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 69)

Reply:

To help mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. The expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years is \$878 million, \$900 million, \$964 million, \$1,009 million and \$1,075 million respectively. The cost of the promotional and public education work, including the manpower cost for different functions or activities, is subsumed under EDB's existing provision and we are unable to provide the cost separately.

EDB has kept the implementation of integrated education (IE) under constant review by monitoring the deployment of resources and implementation of measures through its daily work and collecting feedback from the sector and stakeholders through different channels. EDB set up the Task Force on IE in Mainstream Schools (IE Task Force) in 2005, comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, EDB briefs members of the IE Task Force on the progress of implementing IE and seeks their views on improvement measures. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to tap their views on the implementation of IE, SEN support measures and promotional and public education activities. EDB's professional staff also conduct regular school visits and annual reviews, and organises training and sharing sessions for schools to ensure the proper deployment of resources for supporting students with SEN.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies and measures, including the support for students with SEN, through self-evaluation each year, which is validated through External School Review conducted by EDB. EDB also requires schools to submit an annual self-evaluation report on the implementation of the Whole School Approach to IE at the end of the school year. As revealed in schools' self-evaluation, students with SEN have shown improvements in their social adjustment, learning performances and learning attitudes.

Home-school cooperation has also been strengthened. According to our observations and communication with schools, it is noted that more and more schools are adopting a Whole School Approach in providing appropriate support for students with SEN and successful cases have been seen in schools in respect of culture building, policy formulation and implementation. The promotional and public education activities are also well received. Owing to the increased awareness among parents and teachers, more parents are willing to disclose the SEN details of their children and hence more students with SEN have been assessed for early intervention. EDB will continue to closely monitor the implementation of IE in schools, enhance public awareness and acceptance of students with SEN and promote an inclusive culture in the community.

- End -

**CONTROLLING OFFICER'S REPLY****EDB377****(Question Serial No. 5404)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Will the Administration provide a breakdown of the number of schools that meet the requirements set by the Buildings Department for barrier-free access in the 2013/14 school year as well as a breakdown of the number of barrier-free facilities available?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 71)

Reply:

In the 2013/14 school year, out of 932 public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong, 227 schools constructed after 1997 are in compliance with the prevailing requirements promulgated by the Buildings Department on barrier-free access to facilitate access to school buildings and facilities by persons with disabilities. As for public sector and DSS schools built before 1997, subject to technical feasibility, Education Bureau (EDB) has, through the second and subsequent phases of the School Improvement Programme, installed barrier-free facilities such as lifts, accessible toilets, ramps, etc., in their premises.

When major alteration or improvement works are carried out in schools, EDB will also take the opportunity to install in their premises the barrier-free facilities in need as far as possible and in accordance with the latest requirements on barrier free access and other established criteria. Furthermore, schools may apply to carry out repair and improvement works on their school facilities according to their needs in the context of the annual major repair/alteration programme, including the provision of barrier-free facilities. In the process, consideration will be given to technical feasibility, urgency for such facilities as compared with other applications, availability of alternative measures to solve the inaccessibility problem, agreement of the schools concerned and availability of funding. For instance 31 public sector schools have been included for lift installation since 2010/11 school year.

To cater for the special educational needs of students, schools can also apply for the Top-up Fund from EDB to procure special furniture and equipment or carry out minor conversion work such as construction of ramp, conversion of toilet or tailor-made desks and chairs for students with physical disability.

EDB does not keep statistics on the barrier-free facilities of individual schools. However, EDB would, through the above channels, continue to install or improve the barrier-free facilities in school premises to facilitate access to buildings and for use by persons with disabilities as far as possible.



**CONTROLLING OFFICER'S REPLY**

**EDB378**

**(Question Serial No. 5405)**

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

As mentioned in paragraph 159 of the Budget Speech, the Government will “increase the ratio of graduate teacher posts in public sector primary schools in phases, costing \$328 million a year”. Please give an account of the details of the relevant policy and the measures to support students with special educational needs in line with this initiative.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 72)

Reply:

Starting from the 2015/16 school year, the ratio of graduate teacher posts in public sector primary schools, including aided special schools with a primary school section, will be enhanced from the current 50% to 55%, 60% and 65% in the 2015/16, 2016/17 and 2017/18 school years respectively. Schools are advised to select qualified teachers serving in their schools to fill the graduate posts on the basis of merit. It is expected that this improvement initiative would enhance the capacity of schools in planning and organising school-based educational programmes to support the learning and whole person development of all students.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB379**

**(Question Serial No. 5779)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown by district as well as by primary and secondary schools of the current ratio of school-based educational psychologists of the Education Bureau (excluding hiring of services) to students in receipt of the Learning Support Grant, the average number of cases handled by each school-based educational psychologist, as well as the average, highest and lowest number of school visits.
2. Please provide the wastage rate of educational psychologists in the past 5 years.
3. Please provide the number of cases in which students suspected to have dyslexia have yet to be assessed by educational psychologists. Please list out the respective number by primary and secondary schools, and also by study level.
4. Please list out and give an account of the support and adaptation being provided by schools for suspected cases.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 152)

Reply:

(1)

The School-based Educational Psychology Service (SBEPS) adopts a comprehensive and integrated service model that aims at enhancing schools' capacity to cater for students' diverse educational needs. The support rendered to schools by the educational psychologists (EPs) encompasses the school system, teacher support, and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases. By enhancing the school support system and teachers' knowledge and skills in catering for students' diverse needs, all students in the participating schools will benefit from the provision of SBEPS directly or indirectly. Thus, reporting the ratio of EP to students receiving the Learning Support Grant can be misleading. Likewise, reporting the average number of cases handled by each EP does not reflect comprehensively the actual service provided under SBEPS and can also be misleading.

Under SBEPS, one EP serves six to ten schools. EPs visit their schools regularly throughout the school year. The number of visit days paid to each school varies, depending on the specific needs of the schools and their students. Besides, as EPs may serve both primary and secondary schools in different districts, breakdown on the number of school visits by district and by level is not available.

(2)

The wastage rate of EPs serving schools under SBEPS in the past five years (i.e. from the 2010/11 to 2014/15 school years) is 2.2%, 0%, 4.2%, 2.8% and 2.5% respectively.

(3) and (4)

The Education Bureau (EDB) has put in place a territory-wide “Early Identification and Intervention of Learning Difficulties Programme” for all public sector primary schools to identify students in primary one (P1) suspected of having learning difficulties, including those suspected with Specific Learning Difficulties. EPs will provide consultation to schools in identifying P1 students at-risk of having learning difficulties and draw up necessary intervention plans for these students. Schools will arrange prompt learning support for these students, with reference to the remedial teaching packages developed by EDB. They will also collaborate with the parents on homework and assessment accommodation, and provide ongoing monitoring of the progress of the students to facilitate adjustment of the early intervention measures. As we do not capture the information about the suspected cases, we are unable to provide the figures as requested.

For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to EPs or other professionals as appropriate for assessment. In the 2013/14 school year, about 80% of the cases referred to EPs were assessed within two months and about 90% within four months. The remaining cases with a longer waiting time for assessment were often due to some specific circumstances. For example, there were cases whose parents requested to defer the assessment and cases in which the assessment had to be held up pending the students’ medical treatment.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB380**

**(Question Serial No.5780)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Will the Government provide the following information:

1. The number of teachers who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau in the last 5 financial years with a breakdown by kindergarten, primary and secondary school teachers.
2. The number of Chinese and English language teachers currently in schools who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau, and their percentage shares in the Chinese and English language teachers of the same class level.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 153)

Reply:

(1) and (2)

The Education Bureau launched a five-year teacher professional development framework on integrated education in the 2007/08 school year, under which structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) are provided for serving teachers in primary and secondary schools to enhance their capacity in catering for students with special educational needs (SEN). The number of teachers who attended the BAT Courses from the 2009/10 to 2013/14 school years is set out in the Appendix. Figures for the 2014/15 school year are not yet available.

Since the BAT Courses are intended to equip teachers, regardless of which subject(s) they teach, with the expertise in supporting the students with SEN, we do not have the number of language teachers who have attended the BAT Courses or their percentage share in the population of language teachers.

**Number of teachers who attended the Basic, Advanced and Thematic Courses  
from the 2009/10 to 2013/14 school years**

Course	Teachers	School Year				
		2009/10	2010/11	2011/12	2012/13	2013/14
Basic	Primary	515	111	156	136	232
	Secondary	568	279	234	373	412
Advanced	Primary	168	133	174	103	103
	Secondary	185	189	237	176	169
Thematic	Primary	292	570	610	160	226
	Secondary	407	527	417	255	338

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB381**

**(Question Serial No. 5835)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(4) Special Education  
(5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the distribution of all students with special educational needs (SEN) by grade level (from K1 to F6) in Hong Kong for the past five school years, as well as the total number of students with SEN proceeding to study sub-degree programmes, the total number of students with SEN proceeding to study UGC-funded degree programmes, the total number of students with SEN proceeding to study self-financing degree programmes, the total number of students with SEN proceeding to study postgraduate level programmes and the total number of students with SEN proceeding to overseas studies at tertiary institutions. The above information is to be broken down by the nine main types of SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 215)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools from the 2010/11 to 2014/15 school years by grade level and SEN types is set out at Appendix 1. At pre-primary levels, services for children with SEN are provided by the Social Welfare Department. The Education Bureau does not have the related data.

Based on the information provided by the post-secondary institutions, the number of students with SEN pursuing full-time locally-accredited sub-degree and undergraduate programmes under the University Grants Committee-funded (UGC-funded) and non-UGC-funded institutions from the 2010/11 to 2014/15 academic years is set out at Appendix 2. We do not have information on the number of students with SEN proceeding to study postgraduate level programmes and overseas studies at tertiary institutions.

**Number of Students with SEN Studying in  
Public Sector Mainstream Primary and Secondary Schools by Grade Levels by SEN Types  
from the 2010/11 to 2014/15 School Years**

<b>Specific Learning Difficulties</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	40	665	1 786	2 080	2 168	1 809	1 863	1 516	1 385	1 004	630	21	15
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	N/A

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	60	135	155	151	128	143	166	169	208	131	133	0	1
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	368	382	353	366	288	227	186	185	170	126	91	15	9
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	62	188	333	444	477	492	373	364	286	152	69	2	2
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	17	25	31	45	44	46	37	53	55	45	29	5	3
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	3	5	7	12	8	15	8	20	17	17	16	4	4
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	39	43	50	59	71	65	72	76	81	91	87	21	21
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A

<b>Speech &amp; Language Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2010/11	21	623	383	220	137	94	71	60	36	33	24	1	3
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A

Note: 1. Figures as at September of the respective school years.

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN has increased since the 2011/12 school year.

3. N/A: Not applicable



**Number of Students with SEN <sup>(Note 1)</sup> Pursuing Full-time Locally-accredited  
Sub-degree and Undergraduate Programmes from the 2010/11 to 2014/15 Academic Years**

2010/11 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities <sup>(Note 2)</sup>	N.A.	27	27	N.A.	2	2
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	13	15	5	0	5
Attention Deficit / Hyperactivity Disorder <sup>(Note 2)</sup>	N.A.	3	3	N.A.	1	1
Physical Disability	3	40	43	36	12	48
Visual Impairment	0	19	19	33	10	43
Hearing Impairment	3	61	64	47	10	57
Speech and Language Impairment	1	5	6	3	0	3
Others <sup>(Note 4)</sup>	2	34	36	73	30	103
Total	11	202	213	197	65	262

2011/12 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities	1	36	37	8	3	11
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	19	21	6	0	6
Attention Deficit / Hyperactivity Disorder	1	10	11	6	1	7
Physical Disability	3	43	46	32	13	45
Visual Impairment	1	27	28	35	10	45
Hearing Impairment	1	73	74	38	12	50
Speech and Language Impairment	1	6	7	1	0	1
Others <sup>(Note 4)</sup>	3	44	47	55	41	96
Total	13	258	271	181	80	261

2012/13 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded <sup>(Note 5)</sup>	Non-UGC funded	Total
Specific Learning Disabilities	1	47	48	13	11	24
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	21	23	9	1	10
Attention Deficit / Hyperactivity Disorder	0	9	9	10	3	13
Physical Disability	2	35	37	32	15	47
Visual Impairment	1	33	34	42	16	58
Hearing Impairment	1	64	65	55	19	74
Speech and Language Impairment	0	9	9	4	0	4
Others <sup>(Note 4)</sup>	5	64	69	79	25	104
Total	12	282	294	244	90	334

2013/14 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities	0	65	65	18	7	25
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	1	27	28	9	2	11
Attention Deficit / Hyperactivity Disorder	0	16	16	12	3	15
Physical Disability	1	40	41	33	13	46
Visual Impairment	1	29	30	31	15	46
Hearing Impairment	1	63	64	62	22	84
Speech and Language Impairment	0	12	12	4	1	5
Others <sup>(Note 4)</sup>	7	45	52	80	25	105
Total	11	297	308	249	88	337

2014/15 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 6)	Non-UGC funded	Total	UGC-funded (Note 6)	Non-UGC funded	Total
Specific Learning Disabilities	0	121	121	23	13	36
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	40	40	8	7	15
Attention Deficit / Hyperactivity Disorder	0	33	33	10	9	19
Physical Disability	2	61	63	41	18	59
Visual Impairment	0	28	28	36	17	53
Hearing Impairment	1	64	65	82	37	119
Speech and Language Impairment	0	16	16	5	6	11
Others	7	91	98	98	47	145
Total	10	454	464	303	154	457

- Note:
1. The number of students with SEN is based on information as declared by individual students.
  2. The UGC has started to collect statistics on “Specific Learning Disabilities” and “Attention Deficit / Hyperactivity Disorder” as from the 2011/12 academic year. Students with these disability types for the 2009/10 to 2010/11 academic years, if any, might have been included under the type of “Others”.
  3. There is no separate category for “Intellectual Disabilities” under the data collection of the UGC. Students with such type of disability, if any, would be covered under “Others”.
  4. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
  5. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
  6. Provisional figures
  7. “N.A.” denotes “not available”.

- End -

**CONTROLLING OFFICER'S REPLY****EDB382****(Question Serial No. 5836)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In the Estimates for 2015-16, paragraph 32 under “National education” of “Head 156 – Government Secretariat: Education Bureau” states that “The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools.” In respect of:

- (i) students joining Mainland exchange programmes;
- (ii) professional development and exchange programmes for teachers; and
- (iii) providing appropriate professional support to schools by the Bureau, please provide:
  - (a) the expenditure and establishment in the past five years;
  - (b) the estimates and establishment in 2015-16; and
  - (c) the specific channels as well as the approval, assessment and review methods for the provision of the relevant subsidy by the EDB.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 216)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student's learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. The professional support includes providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. With staffing and expenditure for most of these items being absorbed by the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the professional development programmes for school heads and teachers as well as the professional support to schools.

Expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past five financial years (from 2010-11 to 2014-15) and the 2015-16 financial year is as follows:

Financial Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2010-11	48.4	2.9
2011-12	46.7	1.0
2012-13	32.3	2.2
2013-14 <sup>#</sup>	41.2	2.0
2014-15 <sup>*</sup>	46.6	1.2
2015-16 <sup>++</sup>	83.7	1.2

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the EDB

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

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

MEPs for students are either commissioned by EDB or organised by schools on their own with subsidies from EDB. Generally speaking, student participants in both primary and secondary schools are subsidised 70% of the unit cost of an MEP. Needy students who can meet the eligibility criteria will be offered an enhanced subsidy rate of 100%. Schools are invited to apply for both types of programmes through school circulars. For EDB-commissioned MEPs, the procurement of services is conducted in accordance with the procedures set out in Stores and Procurement Regulations, which are applicable to government procurement. Feedback of participants on MEPs will be collected through questionnaires, focus group meetings and on-site observations by EDB staff for programme improvement. Other than joining EDB-commissioned programmes, schools could apply for subsidies to organise school-based MEPs. When commissioning service providers to organise MEPs, schools are required to follow the standard quotation and procurement procedures relevant to their respective school type. After the completion of these school-based MEPs, schools are required to submit evaluation reports to EDB for vetting.

- End -

**CONTROLLING OFFICER'S REPLY****EDB383****(Question Serial No. 5844)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the Vocational Development Programmes and Youth Colleges under the Vocational Training Council in the past 5 years by expenditure, enrolment, training hours, completion rate and the industries concerned.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 224)

Reply:

The Youth College (YC) of the Vocational Training Council (VTC) provides a variety of vocational education programmes for graduates of Secondary 3 or above including the Diploma in Vocational Education (DVE), Foundation Diploma (FD), etc. These programmes help students build a solid foundation for further studies and employment. The training hours vary depending on the type of courses enrolled. For example, the DVE programmes adopt a curriculum structure made up of credit-based modules with multiple entry and multiple exit points. It allows flexible exit at various intermediate stages with the awards of Craft Certificate, Basic Craft Certificate or Technical Foundation Certificate, or continuing on to obtain the final award of DVE. Students who have completed Secondary 3 normally take three to four years to obtain the DVE award. Most YC students who are enrolled in DVE and FD programmes would normally attend a full-time course of about 700 to 1 000 training hours per academic year (AY). As the facilities in different campuses are often shared by students of different levels of programmes offered by VTC, and staff may be deployed to different campuses as and when required, the expenditure for YC is not available.

The number and the graduation rate of students attending full-time and part-time vocational education programmes in the eight campuses of YC in the recent five AYs are as follows –

AY	No. of Students at all years	Graduation Rate *
2010/11	7 306	86%
2011/12	5 570	71%
2012/13	8 844	65%
2013/14	10 347	76%
2014/15 (provisional)	10 400	Not available as students will graduate in August 2015

\* Number of graduating students is taken as a percentage of the number of final year students.

The Vocational Development Programme (VDP) offers courses which target youths aged between 14 and 24. Each course lasts for 300 training hours delivered over a three-month period. VDP is funded by the Employees Retraining Board (ERB) and the Labour and Welfare Bureau (LWB), with expenditures from 2010-11 to 2014-15 listed as follows –

	<b>\$ million</b>
2010-11	32
2011-12	30
2012-13	25
2013-14	25
2014-15	25

The training for participants aged between 15 and 20 is funded under ERB. The training for the remaining participants is funded under LWB.

The numbers of students and the completion rate of VDP are listed below –

<b>AY</b>	<b>No. of Students</b>	<b>Completion Rate</b>
2010/11	939	79%
2011/12	990	70%
2012/13	811	71%
2013/14	786	67%
2014/15	Staggered intakes over the year; admission is still in progress	

YC's programmes and VDP courses are offered in various disciplines/fields, including business, beauty care and hairdressing, design, engineering, catering, information technology, etc.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB384**

**(Question Serial No. 5845)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Would the Government inform this Committee of the following:

1. What was the number of young people/children who needed to change school due to domestic violence in each year from 2007 to 2012? What was the male-to-female ratio?
2. What was their learning progress after they changed school? (For instance, did they need to repeat class or take supplementary classes?)
3. Are there any measures taken by schools to support these students? If so, please provide the information in table form. If not, what are the reasons?
4. What amount of resources is needed every year? Please list the information in table form.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 225)

Reply:

(1) to (3) The Education Bureau (EDB) does not have statistics about the school-age children who need to change school due to domestic violence and other information such as the learning progress of individual students. EDB provides placement assistance to school-aged children upon request. If there is information indicating that the school transfer warrants schools' particular attention, EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the students.

To support students in need, schools currently adopt a Whole School Approach to provide a variety of remedial, preventive and developmental guidance programmes, such as induction / adjustment programme, peer support scheme and therapeutic group work, etc. to help students adapt to the new learning environment and integrate into the new school life. Schools will also deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitude, with a view to helping students solve their learning difficulties and handling their behavioral problems as appropriate.

Students who have been exposed to domestic violence may suffer from fear, distress, anger, confusion and frustration. School personnel have been advised to be sensitive to the traits manifested by the students affected so as to provide them with immediate and necessary assistance, with reference to the "Procedural Guide for Handling Intimate Partner Violence Cases" and the "Procedural Guide for Handling Child Abuse Cases" issued by the Social Welfare Department (SWD). To enhance front-line teachers' awareness in early identification and support of students affected by domestic violence, EDB has collaborated with SWD to organise an annual "Seminar on Helping Students Affected by Domestic Violence". For known student

cases, we understand that the family social workers of the Integrated Family Service Centres of the SWD provide follow-up support for these students and their families. Professional staff of the schools (including school social workers, student guidance personnel and school-based educational psychologists) will work in collaboration with them to help these students solve their family problems.

To enhance students' resilience, schools may also join the support programmes organised by EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for Secondary 2 to Secondary 5 students. EDB also encourages schools to make use of teaching resources, such as lesson plans on "Prevention and Helping Students Affected by Domestic Violence" and "Self-protection" provided by EDB in delivering their guidance service as well as to strengthen their parent education programmes and parent-child activities.

(4) EDB has been providing schools with various resources to meet students' adjustment needs in whole person development. It is not possible to apportion the expenditure involved for the students requiring school transfer because of domestic violence.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB385**

**(Question Serial No. 5847)**

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

Could the Administration inform us of the resources allocated to the skills opportunity schools and unit cost of each student for the past 5 years and the next financial year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 228)

Reply:

All skills opportunity schools had completed mainstreaming in August 2005. No government resources were allocated specifically for skills opportunity schools since then, and hence there is no information on the related unit cost per student.

- End -

**CONTROLLING OFFICER'S REPLY****EDB386****(Question Serial No. 5866)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the number of students with special educational needs who are Secondary 3 school leavers in the past 5 years, as well as their percentage share among the overall population of Secondary 3 school leavers.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 255)

Reply:

Data relating to students with special educational needs (SEN) are collected from schools through a separate computer system which was developed for use by secondary schools in the 2008/09 school year. The number of secondary students with SEN who left school after completing Secondary 3 (S3) is captured through the system only since the 2011/12 school year. As such, information about students with SEN who left school after completing S3 in the 2009/10 and 2010/11 school years is not available. For the 2011/12, 2012/13 and 2013/14 school years, about 170, 260 and 300 students with SEN respectively were reported to have left school after completing S3. The increase in number of such students reported in the 2012/13 and 2013/14 school year may be attributed to a greater number of students identified with SEN as a result of enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study, etc. Since we have not captured the overall number of S3 school leavers under the afore-mentioned system which was designed specifically for maintaining information about students with SEN, we are unable to provide the percentage share of S3 school leavers with SEN among the overall population of S3 school leavers.

- End -

**CONTROLLING OFFICER'S REPLY****EDB387****(Question Serial No. 5868)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary School

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

Director of Bureau: Secretary for Education

Question:

1. Please list out, by district, the numbers of students with special educational needs participating in the individual education plan (IEP).
2. What categories and levels of students will be arranged to participate in the IEP by schools? In what way can the effectiveness be assessed?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 258)

Reply:

(1) - (2)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

All schools are requested to adopt the Whole School Approach to support these students through a 3-Tier Intervention Model, taking into account their support needs. It should be noted that even for students with the same type of SEN, their need and the degree of support required vary. Under the 3-Tier Intervention Model, students with severe learning difficulties, regardless of their SEN type, are provided with tier-3 support under which schools are required to draw up an individual education plan (IEP) for each student. An IEP includes the learning objectives and strategies which meet the individual needs of students, with achievement criteria stated in an observable and measurable manner. It is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate. These help to ensure that appropriate support is provided for the student and the IEP is suitably implemented. As for the other students with SEN, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the type and level of support required as appropriate. As such, the level of support of students with SEN may require upward or downward adjustment. Hence, the distribution of students under the 3-Tier Intervention Model may change from time to time according to the changing needs of the students. In gist, whether a

student with SEN requires an IEP depends solely on his prevailing support needs and is a school-based professional decision. It may not have any relationship with his grade level, category of disabilities and the district in which he lives or studies, hence we are unable to provide the information as requested.

- End -

**CONTROLLING OFFICER'S REPLY****EDB388****(Question Serial No. 5870)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please list, by the disability category of special schools, the unit cost (including the school section and the boarding section) per student per year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 261)

Reply:

The average unit costs per school place and per boarding place per year for each type of special schools in the 2014/15 school year are as follows:

School Type	Average unit cost per school place	Average unit cost per boarding place
Visual Impairment	\$258,500	\$157,000
Hearing Impairment	\$279,000	\$395,000
Physical Disability	\$279,000	\$271,000
Mild Intellectual Disability	\$171,000	Not Applicable
Moderate Intellectual Disability	\$239,500	\$233,500
Severe Intellectual Disability	\$313,000	\$294,500

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB389**

**(Question Serial No. 5873)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

With the increasing emphasis on the importance of sign language which also signifies the emphasis on and implementation of the Convention on the Rights of Persons with Disabilities by the international community, will the Government advise on whether it will introduce a post-secondary course on sign language interpretation and put it under post-secondary education and the Qualifications Framework to attract more people to join the profession?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 264)

Reply:

It is the Government's established policy objective to create a barrier-free environment and promote barrier-free communication, thereby facilitating full integration of persons with disabilities into the community. To further promote the use of sign language and social inclusion, the Rehabilitation Advisory Committee (RAC) formed a Working Group on Promoting Sign Language in 2010 to advise the Government on ways to promote sign language. The Working Group comprises members of RAC, persons with hearing impairment, sign language interpreters and representatives from the non-Governmental organisations of the rehabilitation sector and the education sector. Representatives of relevant Government bureaux and departments also attend meetings for discussion as and when required. Apart from launching a series of public education initiatives in promoting the use of sign language, the Working Group is studying, in consultation with stakeholders, the issue of enhancing professional training and publishing the information of sign language interpreters to facilitate wider adoption of interpretation service. As announced in the 2015 Policy Agenda, the Government will also actively explore the inclusion of sign language courses in the scope of the Continuing Education Fund.

Post-secondary education institutions in Hong Kong enjoy institutional autonomy in planning for their programmes taking into account, among other things, the community needs. Sign language courses provided by these institutions may be recognised under the Qualifications Framework and registered in the Qualifications Register (QR) if they are quality assured by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or the self-accrediting institutions. At present, a number of sign language-related courses are registered in the QR.

--END--

**CONTROLLING OFFICER'S REPLY****EDB390****(Question Serial No. 6210)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (228) Student Financial Assistance

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. Please advise on the numbers of primary and secondary students receiving full grants, half grants and the Comprehensive Social Security Assistance (CSSA) and their respective percentage shares in the total numbers of primary and secondary students in the 2008/2009, 2010/2011, 2012/2013, 2013/2014 and 2014/2015 school years.
2. Please tabulate the numbers and percentage shares of primary and secondary students receiving full grants, half grants, the CSSA who participated in the School-based After-School Learning and Support Programmes, Child Development Fund, After-school Care Scheme and Hong Kong Jockey Club Life-wide Learning Fund in the 2012/2013, 2013/2014 and 2014/2015 school years.

School Year	Number of primary students					
	Full grant	Percentage share among all full grant students	Half grant	Percentage share among all half grant students	CSSA	Percentage share among all CSSA students
School-based After-School Learning and Support Programmes						
Child Development Fund						
After-school Care Scheme						
Hong Kong Jockey Club Life-wide Learning Fund						

School Year	Number of secondary students					
	Full grant	Percentage share among all full grant students	Half grant	Percentage share among all half grant students	CSSA	Percentage share among all CSSA students
School-based After-School Learning and Support Programmes						
Child Development Fund						

After-school Care Scheme						
Hong Kong Jockey Club Life-wide Learning Fund						

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 299)

Reply:

1. The number of primary and secondary students receiving full grant, half grant and the Comprehensive Social Security Assistance (CSSA) and their respective percentage shares (where applicable) in the total number of primary and secondary students in the 2008/09, 2010/11, 2012/13, 2013/14 and 2014/15 school years are as below:

School Year	School Level	Full grant			Half grant			CSSA (as at the end of December of each respective year)		
		No. of students	Subtotal	%	No. of students	Subtotal	%	No. of students	Subtotal	%
2008/09	Primary	31 636	80 459	10.0%	84 596	213 578	26.5%	42 857	103 844	N.A. #
	Secondary	48 823			128 982			60 987		
2010/11	Primary	31 310	76 428	10.2%	74 096	189 644	25.3%	38 654	93 938	N.A. #
	Secondary	45 118			115 548			55 284		
2012/13*	Primary	64 404	146 513	21.1%	39 810	105 703	15.2%	33 110	77 437	N.A. #
	Secondary	82 109			65 893			44 327		
2013/14	Primary	64 881	138 052	20.6%	38 681	98 918	14.8%	30 464	69 416	N.A. #
	Secondary	73 171			60 237			38 952		
2014/15 (up to 31.1.2015)	Primary	64 958	131 599	20.1%	37 546	91 194	13.9%	26 792	59 740	N.A. #
	Secondary	66 641			53 648			32 948		

\* In the 2011/12 school year, there was a considerable increase in the number of students receiving textbook assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the then Student Financial Assistance Agency (renamed to the Student Finance Office of the Working Family and Student Financial Assistance Agency on 1 March 2015) in the year. The situation continues in the school years from 2012/13 to 2014/15, though because of a drop in the student population at the secondary level, the overall number of students receiving full grant has correspondingly reduced.

# Not applicable as the CSSA data is as at end-December of each year while the student population is based on each school year. The corresponding percentage share cannot be worked out.



2. The number and percentage share of primary and secondary students receiving full grant, half grant, and the CSSA who participated in the School-based After-School Learning and Support Programmes, CCF- After-school Care Pilot Scheme and Hong Kong Jockey Club Life-wide Learning Fund in the 2012/13, 2013/14 and 2014/15 school years are listed in the following tables where applicable. As for the Child Development Fund, the Government does not keep relevant data.

School-based After-School Learning and Support Programmes\*

	School Year	Full grant	Percentage share among all full grant students	CSSA	Percentage share among all CSSA students
Primary	2012/13	59 130	91.8%	33 060	N.A.#
	2013/14	64 470	99.4%	31 820	N.A.#
	2014/15	63 190	Not available^	29 640	N.A.#
Secondary	2012/13	80 110	97.6%	44 790	N.A.#
	2013/14	73 070	99.9%	39 900	N.A.#
	2014/15	68 300	Not available^	36 700	N.A.#

\* Eligible students under the School-based After-School Learning and Support Programmes are students from families in receipt of CSSA or receiving full grant under the Student Financial Assistance Schemes (SFAS) studying in public sector schools or schools under the Direct Subsidy Scheme. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit needy students (e.g. new arrivals, single parent households etc) who do not receive CSSA or full grant.

# Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the School-based After-School Learning and Support Programmes is based on each school year. The corresponding percentage share cannot be worked out.

^ The percentage of students receiving full grant under the School-based After-School Learning and Support Programmes among all students receiving full grant can only be worked out when the finalised number of such students is available by the end of the 2014/15 school year.

Community Care Fund (CCF) - After-school Care Pilot Scheme\*

	School Year	CSSA, full grant and half grant <sup>+</sup>	Percentage share among all CSSA, full grant and half grant students
Primary and Secondary <sup>^</sup>	2012/13	5 237 <sup>@</sup>	N.A.#
	2013/14	10 167	N.A.#
	2014/15 (as at 19 Dec 2014)	9 140	N.A.#

\* Participating schools of the CCF - After-school Care Pilot Scheme may use not more than 25% of the places of their after-school care services to benefit needy students (e.g. new arrivals, single parent households etc) who do not receive CSSA, full grant or half grant.

<sup>^</sup> Breakdown on primary and secondary students is not available.

<sup>+</sup> Breakdown on CSSA, full grant and half grant students is not available.

# Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the CCF After-school Care Pilot Scheme is based on each school year. The corresponding percentage share cannot be worked out.

<sup>@</sup> Eligible students under the CCF After-school Care Pilot Scheme in 2012/13 were students from families in receipt of CSSA or receiving full grant assistance under the SFAS studying in public sector schools or schools under the Direct Subsidy Scheme. The eligibility criteria were expanded in subsequent years to cover half-grant students.

Hong Kong Jockey Club Life-wide Learning Fund\*

	School Year	Full grant	Percentage share among all full grant students	CSSA	Percentage share among all CSSA students
Primary	2012/13	52 352	81.3%	21 233	N.A.#
	2013/14	54 021	83.3%	20 346	N.A.#
	2014/15	Not available <sup>^</sup>			
Secondary	2012/13	56 202	68.4%	22 886	N.A.#
	2013/14	54 113	74.0%	21 888	N.A.#
	2014/15	Not available <sup>^</sup>			

\* Eligible students under the Hong Kong Jockey Club Life-wide Learning Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools (excluding English School Foundation and international schools). Starting from September 2005, the discretionary quota of all participating schools has been increased from 10% to 100% to benefit needy students (e.g. new arrivals, single parent households etc) who do not receive CSSA or full grant.

# Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the Hong Kong Jockey Club Life-wide Learning Fund is based on each school year. The corresponding percentage share cannot be worked out.

<sup>^</sup> Schools will submit the 2014/15 activity reports by the end of 2014/15 school year. As such, the number of student beneficiaries for the 2014/15 school year is not yet available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB391****(Question Serial No. 6211)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of the list of Chinese language programmes partially or fully funded by the government currently run for non-Chinese speaking students or school leavers, and for each programme, the amount of the funding, the name of the organization running the programmes, the specific target group of the programme (if any), and whether the programme is pegged at any levels of the Qualifications Framework?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 501)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" and the creation of an inclusive learning environment in schools. Among the various support measures, Chinese language programmes for NCS students, funded by EDB and/or different Funds, are offered in collaboration with tertiary institutions and/or non-governmental organisations as appropriate to complement the support offered by schools. Estimated expenditure for the major Chinese language programmes concerned in the 2014/15 school year is tabulated at Annex. In tandem, EDB is exploring, in collaboration with the Standing Committee on Language Education and Research, to develop Vocational Chinese Language courses for NCS school leavers to enhance their employability with funding under the Language Fund. These courses will be recognised under the Qualifications Framework.

**Chinese language programmes for non-Chinese speaking (NCS) students  
offered in collaboration with tertiary institutions and non-governmental organisations  
in the 2014/15 school year**

<b>Programme</b>	<b>Organisation commissioned to organise the programme</b>	<b>Target participants</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in learning the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	The University of Hong Kong	NCS students in primary and secondary schools	3.7
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	(a) Hong Kong Christian Service  (b) HKSKH Lady MacLehose Centre	NCS children aged 3 to 9	2.51
The Pilot Scheme on Workplace Chinese Language Programme for NCS students since the 2011/12 school year to enhance NCS students' competitiveness in the workplace. The courses are pegged with Qualifications Framework Levels 1 to 3. About \$1 million has been earmarked for this project.	The Hong Kong Polytechnic University	NCS students in secondary schools	0.18

Note:

In parallel, eligible schools admitting NCS students are provided with additional recurrent funding to support the learning of the Chinese language of NCS students. With the additional funding and schools' deployment of resources, it was not uncommon for schools to offer Chinese language programmes in collaboration with tertiary institutions and/or non-governmental organisations. The relevant expenses were subsumed under the overall expenditure of the schools and a breakdown of expenditure in this regard is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB392**

**(Question Serial No. 6214)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (A) the number of ethnic minority (EM) students with special educational needs (SEN) in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme (DSS) Schools) in the school year 2014/15 disaggregated by ethnicity; and
- (B) the number of non-Chinese speaking (NCS) students with SEN in each of the grade level from K1 to S6 in public schools (including DSS Schools) in the school year 2014/15 disaggregated by ethnicity.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 507)

Reply:

(A) and (B)

At pre-primary levels, services for children with special educational need (SEN) are provided by the Social Welfare Department. The Education Bureau does not maintain the related data. The number of non-Chinese speaking (NCS) ethnic minority (EM) students with SEN and the number of NCS students with SEN disaggregated by grade level and by ethnicity in public sector mainstream schools and disaggregated by ethnicity in special schools in the 2014/15 school year are set out at Appendix 1 and Appendix 2 respectively. It is a common practice for special schools to adopt flexible grouping across grade levels and individual education plans to cater for the SEN of the students. Presenting the number of students according to grade levels cannot reflect the actual operation of special schools. We do not collect relevant data from Direct Subsidy Scheme schools.

**Number of non-Chinese speaking (NCS) ethnic minority (EM) students with special educational needs (SEN)  
in special schools by ethnicity and number of NCS EM students with SEN in public sector mainstream schools by ethnicity and by grade level  
in the 2014/15 school year**

Ethnicity	Number of NCS EM Students with SEN												
	Special Schools	Mainstream Primary Schools						Mainstream Secondary Schools					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	7		1				2						
Filipino	44		3	6	3	9	1	2	3	5		1	
Indian	28		3		3	1	1	2	2	3	1	2	
Pakistani	113		15	23	18	18	16	14	10	14	13	8	4
Nepalese	41	1	5	3	7	6	4	1	2	1			1
Japanese	11		1		1				1				
Thai	10		1	3	2	2	4	2	1			1	
Korean	3		1			1							
Other Asian	5				1	1							
White	9		1	4	1	4	5	2	1		1		
Others	18		3	4	5	3	4	1	1	1	1	1	

## Notes:

1. Figures refer to the position as at September of the 2014/15 school year.
2. Students whose spoken language at home is not Chinese are broadly categorized as NCS students. Figures above do not include students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Figures do not cover students from Direct Subsidy Scheme schools.

**Number of non-Chinese speaking (NCS) students with special educational needs (SEN) in special schools by ethnicity  
and number of NCS students with SEN in public sector mainstream schools by ethnicity and by grade level  
in the 2014/15 school year**

Ethnicity	Number of NCS Students with SEN												
	Special Schools	Mainstream Primary Schools						Mainstream Secondary Schools					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	7		1				2						
Filipino	44		3	6	3	9	1	2	3	5		1	
Indian	28		3		3	1	1	2	2	3	1	2	
Pakistani	113		15	23	18	18	16	14	10	14	13	8	4
Nepalese	41	1	5	3	7	6	4	1	2	1			1
Japanese	11		1		1				1				
Thai	10		1	3	2	2	4	2	1			1	
Korean	3		1			1							
Other Asian	5				1	1							
White	9		1	4	1	4	5	2	1		1		
Others	35	2	6	11	14	11	7	6	2	4	4	1	1

## Notes:

- Figures refer to the position as at September of the 2014/15 school year.
- Students whose spoken language at home is not Chinese are broadly categorized as NCS students. Figures above include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
- Figures do not cover students from Direct Subsidy Scheme schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB393****(Question Serial No. 6217)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau is allocating funding to primary and secondary schools according to the number of non-Chinese speaking students they admit. In this connection, will the government:

- (a) tabulate the number of primary and secondary schools admitting fewer than 10, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 non-Chinese speaking students in 2014/15 respectively:

	Number of primary schools admitting such a number of non-Chinese speaking students	Names of these primary schools admitting such a number of non-Chinese speaking students	Number of secondary schools admitting such a number of non-Chinese speaking students	Names of these secondary schools admitting such a number of non-Chinese speaking students
Fewer than 10				
10-25				
26-50				
51-75				
76-90				
More than 90				

- (b) tabulate the number of primary and secondary schools admitting fewer than 10, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 ethnic minority students in 2014/15 respectively:

	Number of primary schools admitting such a number of ethnic minority students	Names of these primary schools admitting such a number of ethnic minority students	Number of secondary schools admitting such a number of ethnic minority students	Names of these secondary schools admitting such a number of ethnic minority students
Fewer than 10				
10-25				
26-50				
51-75				
76-90				
More than 90				



- (c) tabulate the number of primary and secondary schools where ethnic minority students account for less than 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2014/15:

	Number of primary schools where ethnic minority students account for this percentage of the student population	Names of primary schools where ethnic minority students account for this percentage of the student population	Number of secondary schools where ethnic minority students account for this percentage of the student population	Names of secondary schools where ethnic minority students account for this percentage of the student population
Less than 31%				
31% to 50%				
51% to 70%				
71% to 90%				
More than 90%				

- (d) tabulate the number of primary and secondary schools where non-Chinese speaking students account for less than 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2014/15:

	Number of primary schools where non-Chinese speaking students account for this percentage of the student population	Names of primary schools where non-Chinese speaking students account for this percentage of the student population	Number of secondary schools where non-Chinese speaking students account for this percentage of the student population	Names of secondary schools where non-Chinese speaking students account for this percentage of the student population
Less than 31%				
31% to 50%				
51% to 70%				
71% to 90%				
More than 90%				

- (e) if the government refuses to provide the data above, inform the Council of how it and the public can monitor whether there is *de facto* racial segregation in the education system; and
- (f) if the government refuses to provide the data above, inform the Council of, as parents do not know which schools have a high proportion of ethnic minority students, whether the Education Bureau can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 531)

Reply:

- (a) to (d) For planning of education support measures, whether students whose spoken language at home is Chinese, rather than their ethnicity, is our concern. According to the information collected through the annual Student Enrolment Survey, the number of schools with non-Chinese speaking (NCS) students, notably ethnic minority students, ranging from “fewer than 10”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”, and the percentage of NCS students among all students of these schools in the 2014/15 school year is tabulated at Annex A. It is the established practice that we do not disclose the name and situation of individual schools so as to avoid unnecessary misconception and possible labelling on individual schools.
- (e) We note the concern about the percentage of NCS students in individual schools with regard to the

provision of an immersed Chinese language environment in schools to facilitate their learning of the Chinese language. After thorough deliberation, stakeholders generally considered it necessary to take into account the worries and views of some NCS students and parents about school choice as well as concerns of schools. On balancing the views of different stakeholders, the Education Bureau (EDB) revised, in the 2013/14 school year, the mode of support to schools admitting NCS students by abolishing the so-called “designated schools” system. Starting from the 2014/15 school year, EDB has allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” and the creation of an inclusive learning environment in schools. In this connection, enhanced funding support and enhanced school-based professional support have been provided to schools. Eligible schools may also apply for funding to provide after-school support for NCS students’ learning of the Chinese language. The revised funding arrangement will hopefully widen NCS parents’ school choice.

Besides, to enable NCS students studying in schools with a relatively high concentration of NCS students to learn together with Chinese-speaking students, we have been actively encouraging the schools concerned to form learning circles for Chinese learning activities (such as buddy reading programmes) in collaboration with schools admitting a larger number of Chinese-speaking students, and/or launch programmes for promoting awareness of cultural diversity (for example, engaging NCS students in community services) with a view to exposing NCS students to more Chinese through learning activities outside school and interaction with their Chinese-speaking peers. In tandem, subject to further deliberation by the Standing Committee on Language Education and Research, the district-based programmes currently funded by the Language Fund may be fine-tuned by, among others, extension to NCS students aged 9-12 so as to encourage primary schools admitting more NCS students to create an immersed Chinese environment for their students and providing these students with learning experience outside schools by joining the activities.

- (f) EDB is committed to encouraging and supporting NCS students’ integration into the community, facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in English and Chinese and there is a designated webpage on the education services for NCS students. We also provide NCS parents and students with the list of information or publications published in both Chinese and English with translation into major ethnic minority languages as tabulated at Annex B. In tandem, EDB has been promoting parent education that parents (including NCS parents) should take into account the aspirations and needs of their children when making school choices, and encouraging NCS parents to consider schools which can provide more immersed Chinese language learning environment for the NCS students. Dedicated briefing sessions with simultaneous interpretation services will continue to be organised for NCS parents. In tandem, EDB has been encouraging schools to organise parents’ visits to schools on a school / district basis for parents (including NCS parents) to get to know more about the schools before making school choices.

**Number of schools with non-Chinese speaking (NCS) students ranging from  
“fewer than 10”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”,  
and the percentage of NCS students among all students of such schools  
in the 2014/15 school year**

2014/15 school year	Number of NCS students					
	fewer than 10	10 to 25	26 to 50	51 to 75	76 to 90	91 or above
<b>Primary schools</b>						
Number of schools	221	49	18	6	3	24
Percentage of NCS students among all students of the schools	0.1% - 3.6%	1.3% - 22.4%	4.2% - 51.6%	6.8% - 20.4%	14.6% - 23.0%	21.0% - 98.5%
<b>Secondary schools</b>						
Number of schools	193	36	11	3	1	23
Percentage of NCS students among all students of the schools	0.1% - 3.6%	1.1% - 4.0%	2.5% - 11.5%	4.5% - 23.6%	23.8%	13.9% - 98.7%

Notes:

1. Figures refer to the position as at September 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data cover NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include students in special schools.

Information or publications published by EDB as mentioned in part (f)	Language versions		
	Chinese (Yes/No)	English (Yes/No)	Others (please specify)
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Yes	Yes	Hindi, Bahasa Indonesia, Urdu, Thai, Nepali
Education Support Measures for Non-Chinese Speaking Students	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Pre-primary Education Voucher Scheme	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on Primary One Admission System Specifically for Non-Chinese Speaking Students	N/A	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes to Parents on Central Allocation	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the Form of Frequently Asked Questions	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB394**

**(Question Serial No. 6218)**

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

Will the government inform this Council of:

- (a) whether all official information of the Education Bureau is available in both Chinese and English, our official languages;
- (b) the list of information disseminated or publications published by the Education Bureau, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are only available in Chinese but not English;
- (c) the list of information disseminated or publications published by the Education Bureau, including its school directories and reports on schools' qualities, particularly those that inform parents and students of their school choice, that are available in both printed and web versions in Chinese but only available in web versions in English;
- (d) the list of information disseminated or publications published by the Education Bureau, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are available in languages other than Chinese and English, and what languages they are available in; and
- (e) if some information about schools and the education system given by the Education Bureau is available in Chinese only, how non-Chinese speaking parents can make an informed school choice for their children and whether the Education Bureau can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 537)

Reply:

- (a) In general, official information of the Education Bureau (EDB) published on the Bureau's website would be made available in both Chinese and English for general reference by the public where appropriate.
- (b) & (c) All information related to school choices is available in both Chinese and English on the Bureau's website. Relevant information is also published in other language versions where applicable to facilitate the reference by non-Chinese speaking communities.
- (d) The Education Bureau is committed to encouraging and supporting non-Chinese speaking (NCS) students' integration into the community, facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in English

and Chinese and there is a designated webpage on the education services for NCS students. We also provide NCS parents and students with the list of information or publications published in both Chinese and English with translation into major ethnic minority languages as tabulated at Annex.

- (e) As elucidated in (d) above, information about the education system and schools published by EDB is not in Chinese only. EDB has been promoting parent education that parents (including NCS parents) should take into account the aspiration and needs of their children when making school choices, and encouraging NCS parents to consider schools which can provide more immersed Chinese language learning environment for NCS students. Dedicated briefing sessions with simultaneous interpretation services will continue to be organised for NCS parents. In tandem, EDB has been encouraging schools to organise parents' visits to schools on a school / district basis for parents (including NCS parents) to get to know more about the schools before making school choices.

Information or publications published by EDB as mentioned in part (d)	Language versions besides English and Chinese
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Urdu, Thai, Nepali
Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Pre-primary Education Voucher Scheme	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the Form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

**CONTROLLING OFFICER'S REPLY****EDB395****(Question Serial No. 6219)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. Please provide details of the staffing of the various types of special schools and boarding sections (if any), the amounts of salary of different categories of posts and grant for different areas (including maintenance of facilities) of the various types of schools, construction cost, standard school infrastructure, cost per capita in the school section, area of space per boarder and cost per capita in the boarding section.
2. Please provide the numbers of students, new students and their age, and school leavers and their age with regard to schools for children with severe intellectual disability in the past 5 years; and please also provide details of the numbers of new applicants waiting for the various types of services for adults and school leavers who could receive the various types of services for adults in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 550)

Reply:

- (1) Aided special schools are provided with teaching staff, various types of specialists and non-teaching/non-specialist staff on their staff establishment. The number of staff and their respective salary scales in the 2014/15 school year are set out at Appendix 1 and Appendix 2 respectively. The average unit cost per school place and per boarding place of each type of special schools in the 2014/15 school year is set out at Appendix 3.

Each aided special school is provided with an Operating Expenses Block Grant (OEBG)/Expanded Operating Expenses Block Grant (EOEBG) for meeting operating expenses. OEBG, which is for schools operating under the School Management Committee, covers virtually all the recurrent grants, except Salaries Grants or those items of expenditure which are disbursed on an actual claim or reimbursement basis. In addition, a Composite Furniture and Equipment Grant (CFEG) is provided for schools to procure furniture and equipment items, to cover the maintenance/repairs fees for these items, etc. As for EOEBG, which is for schools having established the Incorporated Management Committee, it includes the CFEG and virtually all non-salary recurrent grants, except those which are ad-hoc in nature, currently under review, and paid for very specific purpose on a reimbursement basis. The details of OEBG, EOEBG and CFEG can be accessed from the website of the Education Bureau: <http://www.edb.gov.hk/en/sch-admin/fin-management/subsidy-info/ref-e-oebg-cfeg/index.html>.

As there are different types/scales of special schools with different provision of facilities to meet the different needs of their target students, the number of school projects completed for each type/scale of special school is too small for a reference construction cost to be derived. Taking the two Capital Works special school projects approved by the Finance Committee of the Legislative Council in February 2015, namely “3108ET – Two special schools at Sung On Street, To Kwa Wan” and “3107ET



– A school for social development for girls at Choi Hing Road, Kwun Tong, Kowloon” as example, the estimated construction unit cost, represented by the building and building services costs, is \$17,988 and \$18,931 per m<sup>2</sup> of Construction Floor Area in September 2014 prices respectively.

Apart from essential school facilities in the school section such as classrooms, special rooms (e.g. visual arts room, computer room, design and technology room and home economics room, etc. depending on the subjects offered by the special school), library, student activity centre, multi-purpose area, assembly hall, staff room and other ancillary facilities, including a disabled/fireman’s lift, facilities for the disabled, store rooms, toilets, depending on the type and scale of a special school, the facilities provided to different types of special schools would be different. Other facilities such as physiotherapy room(s), occupational therapy room(s), speech therapy room(s) and social worker’s room(s), etc., would also be provided as appropriate. The school facilities to be provided to each newly constructed special school are approved by the Property Vetting Committee (PVC) on a project basis. PVC is chaired by Assistant Director (Architectural) of Architectural Services Department with Members from Government Property Agency, Treasury Branch of the Financial Services and the Treasury Bureau and other members to be co-opted as required.

Similarly, approval would be sought from PVC on a project basis for the boarding section of special school, if any. Common facilities such as bedrooms, study area, TV/common room, dining/multi-purpose room, kitchen, laundry room, drying area, warden’s office, houseparents’ and programme workers’ office, nurse duty room/a sick bay, sleep-in room(s) for staff on night shift and other ancillary facilities, including stores, toilets, bathrooms, relevant facilities for the disabled, etc., would be provided.

- (2) The number of students enrolled in, newly admitted to and left the schools for children with severe intellectual disability (SID) in the past five years is set out in Table I of Appendix 4. The number of students admitted to and waiting for admission for adult services for the past five years is set out in Table II of Appendix 4. According to our record, the age range of new students in the past five school years is from 6 to 17. With the implementation of the New Senior Secondary academic structure in the 2009/10 school year, students of special schools, including schools for children with SID, will leave school after completion of their Secondary Six. Under special circumstances where individual students may need to extend their years of study owing to valid reasons, arrangements will be made in accordance with the established mechanism. On the other hand, some students may leave earlier due to various reasons, having secured a post-school placement or deceased. The age range of school leavers in the past five school years is from 6 to 22.

**I. Staff Establishment of the School Section in the 2014/15 School Year**

School Type	Number of Teaching Staff <sup>1</sup>	Non-teaching Staff	
		Number of Specialist Staff <sup>2</sup>	Number of Non-specialist Staff <sup>3</sup>
Visual Impairment	37.6	13.5	29
Hearing Impairment	34	6	28
Physical Disability	196.9	149.5	289
Mild Intellectual Disability <sup>4</sup>	513.6	105	231.1
Moderate Intellectual Disability <sup>4</sup>	459.4	102.5	258.4
Severe Intellectual Disability	180.6	115.5	282
School for Social Development	155.8	18	81
Hospital School	60.1	Not Applicable <sup>5</sup>	28

Note:

1. Teaching staff excludes head of school and teachers employed with other grants (resource teacher for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teacher for Senior Secondary Support Programme in Hospital School), if any.
2. Specialist staff includes school social worker, speech therapist, physiotherapist, occupational therapist, occupational therapy assistant, educational psychologist, braille staff and nurse, if any.
3. Non-specialist staff includes clerical staff, laboratory technician, workshop attendant, janitor staff, motor/special driver, teacher assistant and artisan, if any.
4. The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.
5. The Hospital School operates classes at 18 hospitals. Specialist services for their students are provided by the respective hospitals.

**II. Staff Establishment of the Boarding Section in the 2014/15 School Year**

School Type	Number of Specialist Staff <sup>1</sup>	Number of Non-specialist Staff <sup>2</sup>
Visual Impairment	39	28.8
Hearing Impairment	4	6
Physical Disability	116	63.6
Moderate Intellectual Disability	102	66.3
Severe Intellectual Disability	194	122.8

Note:

1. Specialist staff includes nurse, warden, assistant warden, houseparent-in-charge, houseparent and programme worker.
2. Non-specialist staff includes clerical assistant, janitor staff, cook and watchman.

**I. Salary Scale of Teaching Staff in the 2014/15 School Year**

Post	Salary Scale
Certificated Master/Mistress	\$24,380-\$39,395
Assistant Master/Mistress	\$41,200-\$49,515
Senior Assistant Master/Mistress	\$51,825-\$59,485
Assistant Primary School Master/Mistress	\$25,600-\$49,515
Primary School Master/Mistress	\$51,825-\$59,485
Senior Primary School Master/Mistress	\$60,690-\$62,280
Graduate Master/Mistress	\$25,600-\$59,485
Senior Graduate Master/Mistress	\$60,690-\$74,690
Principal Graduate Master/Mistress	\$71,385-\$81,260
Principal II	\$77,905-\$91,590
Principal I	\$94,905-\$109,340

## II. Salary Scale of Specialist Staff in the 2014/15 School Year

Post		Salary Scale
Educational Psychologist II		\$37,620-\$59,485
Educational Psychologist I		\$60,690-\$91,590
Occupational Therapist Assistant		\$16,140-\$25,600
Occupational Therapist II		\$24,380-\$39,395
Occupational Therapist I		\$41,200-\$60,690
Senior Occupational Therapist		\$60,690-\$74,690
Physiotherapist II		\$24,380-\$39,395
Physiotherapist I		\$41,200-\$60,690
Senior Physiotherapist		\$60,690-\$74,690
Speech Therapist		\$26,895-\$59,485
Special School Social Worker	Assistant Social Work Officer	\$26,895-\$59,485
	Senior Social Work Assistant	\$37,620-\$49,515
Registered Nurse		\$25,600-\$41,200
Braille Staff		\$15,145-\$25,600
Warden	Assistant Social Work Officer	\$26,895-\$59,485
	Senior Social Work Assistant	\$37,620-\$49,515
	Chief Social Work Assistant	\$51,825-\$59,485
Assistant Warden	Social Work Assistant	\$18,310-\$35,930
	Senior Social Work Assistant	\$37,620-\$49,515
Houseparent		\$18,310-\$35,930
Houseparent-in-charge		\$18,310-\$35,930 <sup>1</sup>
Programme worker		\$18,310-\$35,930

Note 1. A responsibility allowance will be payable to the houseparent-in-charge at the rate of two increments (range from \$2,290 to \$3,465) above their substantive pay.

**II. Salary Scale of Non-specialist Staff in the 2014/15 School Year**

<b>Post</b>	<b>Salary Scale</b>
Laboratory Technician III	\$12,030-\$13,655
Laboratory Technician II	\$17,200-\$34,305
Laboratory Technician I	\$35,930-\$47,280
Workshop Attendant	\$11,780-\$14,395
Artisan	\$14,245-\$17,200
Motor Driver	\$14,245-\$17,200
Special Driver	\$17,200-\$19,410
Teacher Assistant	\$11,055-\$13,035
Watchman	\$11,780-\$14,395
Cook	\$14,245-\$17,200
Clerical Assistant	\$11,060-\$19,410 #
Assistant Clerical Officer	\$12,540-\$25,600 #
Janitor Staff	\$11,055-\$13,035 #
Watchman	\$11,780-\$14,395

# Aided special schools are provided with an Administration Grant (AG) or Revised Administration Grant (RAG) for employing clerical and janitor staff, or contracting out clerical or janitor service to meet their specific needs. The schools concerned will be provided with a lump sum equivalent to the salary of the clerical (solely for RAG) and janitor staff posts. The salary scale of these posts in the above table is for the calculation of grant/reference of the schools.

**I. The Average Unit Cost per School Place per year in the 2014/15 School Year**

<b>School Type</b>	<b>Average Unit Cost per School Place</b>
Visual Impairment	\$258,500
Hearing Impairment	\$279,000
Physical Disability	\$279,000
Mild Intellectual Disability	\$171,000
Moderate Intellectual Disability	\$239,500
Severe Intellectual Disability	\$313,000
School for Social Development	\$149,000
Hospital School	\$167,500

**II. The Average Unit Cost per Boarding Place per year in the 2014/15 School Year**

<b>School Type</b>	<b>Average Unit Cost per Boarding Place</b>
Visual Impairment	\$157,000
Hearing Impairment	\$395,000
Physical Disability	\$271,000
Moderate Intellectual Disability	\$233,500
Severe Intellectual Disability	\$294,500

**I. Number of Students Enrolled in, Newly Admitted and Left Schools for Children with Severe Intellectual Disability (SID) from the 2009/10 to 2013/14 School Years**

School Year	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Enrolment</b> <sup>1</sup>	762	749	746	729	704
<b>Newly Admitted</b> <sup>2,3</sup>	58	61	67	49	65
<b>Left</b> <sup>2,4</sup>	70	79	67	83	76

Note:

1. Number of students is as at September of the respective school years.
2. Excluded transfer from an SID school to another SID school.
3. Only first admission to SID would be counted.
4. Only last admission to SID would be counted.

**II. Number of Students of Schools for Children with SID Admitted To and Waiting for Admission for Adult Services from the 2009/10 to 2013/14 School Years**

School Year	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Admission</b>	38	42	21	39	38
<b>Wait-listing</b>	3	11	13	17	12

Note:

1. Adult Services include Supported Hostel, Day Activity Centre, Sheltered Workshop cum Hostel, etc.
2. The information was collected from special schools in July and August of the respective school years. As such, the above figures may not reflect the actual situation of the post-school arrangement of the students who left school.

- End -

**CONTROLLING OFFICER'S REPLY****EDB396****(Question Serial No. 6243)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (350) Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the following figures and their projected figures for the last year and the coming 3 years:

- a) How many kindergarten-age children are there in Hong Kong in total? What is the distribution of these children among districts?
- b) How many children are attending kindergartens? What is the distribution of these children among districts?
- c) How many children are eligible to apply for the Kindergarten and Child Care Centre Fee Remission Scheme? How many of them are receiving allowances?

2. What is the current situation in respect of collection of miscellaneous fees by kindergartens?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 590)

Reply:

- 1a) Figures on projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2014/15 to 2017/18 school years are detailed at Appendix 1. This age group is generally considered appropriate for kindergarten (KG) education. Since the population projections refer to the projected number of children aged 3-5, irrespective of whether they are enrolled in schools or not, the figures should not be taken as the projected number of students at KG level. Besides, given that students under or over the concerned age group may enrol in KGs and students may study in districts other than their resident district, the actual number of students at district and territory-wide levels may be different from those of the projected school-age population.
- b) The number of students in KGs by school districts in the 2014/15 school year is detailed at Appendix 2. It is not plausible to accurately project the overall number of KG students in the coming school years and their geographical distribution as the number of KG students is subject to year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education has all along been provided by the private sector; parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs.
- c) The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides needy KG students



with financial assistance in the form of fee remission, on top of the fee subsidy from the Pre-primary Education Voucher Scheme (PEVS). Fee remission under KCFRS will be granted to needy families which can pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency. The number of successful applications of KG students who meet the eligibility criteria under KCFRS for the 2014/15 school year is set out at Appendix 3. We do not have information on the number of eligible KG students who can receive fee remission under KCFRS in the coming three school years.

2. As regards the sale of school items such as school uniform and textbook and provision of paid services, KGs are required to comply with the rules and regulations set out by the Education Bureau (EDB). Specifically, KGs are not allowed to generate any profit from the sale of textbooks, and the profit in the sale of other school items and provision of paid services, which should be on a voluntary basis, is limited to a maximum of 15% of the cost. In any case, for non-profit-making KGs, such profits should be ploughed back to the KG for use for education purpose. While EDB does not collect detailed data about the type and amount of miscellaneous charges collected by individual KGs, we have advised KGs to disclose relevant information to parents through various means (e.g. leaflets, school website) to enhance transparency. KGs joining PEVS are also required to provide the reference price of major school items in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres produced by EDB for parents' information.

**Projected school-age population aged 3-5 who are residing in Hong Kong by district,  
2014/15 – 2017/18 school years**

District	School Year			
	2014/15	2015/16	2016/17	2017/18
Central and Western	7 700	8 100	8 100	7 600
Wan Chai	4 200	4 400	4 300	4 100
Eastern	13 200	13 700	13 500	12 800
Southern	5 900	5 700	5 400	4 900
Yau Tsim Mong	10 100	11 100	11 400	11 200
Sham Shui Po	9 900	10 400	10 600	10 000
Kowloon City	10 100	10 700	10 600	10 100
Wong Tai Sin	7 700	7 600	7 200	6 800
Kwun Tong	14 100	13 600	13 400	13 200
Sai Kung	11 700	12 100	11 800	11 100
Sha Tin	13 900	15 300	16 200	16 200
Tai Po	6 300	7 100	7 700	7 900
North	7 000	7 500	7 600	7 500
Yuen Long	14 200	15 500	16 200	16 000
Tuen Mun	11 500	12 200	12 400	12 600
Tsuen Wan	8 500	9 000	8 900	8 500
Kwai Tsing	10 800	10 500	9 600	8 500
Islands	4 600	4 600	4 400	4 300
All Districts	171 400	179 000	179 300	173 100

- Notes :
- (1) Figures in the above table were updated in February 2015 with reference to the "Projections of Population Distribution 2014 - 2023" released by the Planning Department in December 2014.
  - (2) School-age population aged 3-5 is considered appropriate for kindergarten education (i.e. Kindergarten 1 to Kindergarten 3).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3-5 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 may also enrol in kindergartens. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population **residing in Hong Kong** are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual number of such babies who would settle in Hong Kong and if so, when.
  - (5) Figures refer to the position as at September of the respective school years.
  - (6) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Number of students in kindergartens by district in the 2014/15 school year**

District	2014/15 School Year
Central and Western	5 514
Wan Chai	6 552
Eastern	11 998
Southern	4 788
Yau Tsim Mong	6 199
Sham Shui Po	8 935
Kowloon City	22 873
Wong Tai Sin	7 325
Kwun Tong	11 901
Sai Kung	8 497
Sha Tin	13 189
Tai Po	6 406
North	12 563
Yuen Long	16 827
Tuen Mun	12 730
Tsuen Wan	6 386
Kwai Tsing	10 146
Islands	3 568
All Districts	176 397

- Notes: (1) Figures refer to the position as at September 2014.  
 (2) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).

**Number of successful applications of kindergarten students who meet the eligibility criteria under the Kindergarten and Child Care Centre Fee Remission Scheme in 2014/15 school year**

	2014/15 School Year (Provisional as at 31 January 2015)
No. of successful applications	33 817

- End -

**CONTROLLING OFFICER'S REPLY****EDB397****(Question Serial No. 6244)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (228) Student Financial AssistanceProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. How many students are now receiving the Comprehensive Social Security Assistance (CSSA)? Please list out the respective numbers of students who are receiving CSSA in kindergartens, primary schools and secondary schools.
2. What is the number of students who travel to and from schools by school buses and their distributions by districts? And what are the school bus fares involved?
3. How much is last year's provision for the School-based After-School Learning and Support Programmes (Programme)? How many schools took part in the Programme and what was their percentage share among all schools in the territory? What was the number of students who benefited from the Programme? What was the composition of students (including the respective numbers of students receiving CSSA, full grants under the School Textbook Assistance Scheme (STAS), half grants under STAS or other students)? How many people were benefited? How many activities were one-off? How many activities were for long-term development? How much cash assistance was provided to each student per year for participating in extracurricular activities? What was the effectiveness of the Programme? What are the estimated amounts of provisions for the next three years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 591)Reply:

1. The number of students in receipt of the Comprehensive Social Security Assistance (CSSA) with breakdown by level is tabulated below:

School level	2014 (as at end-December 2014)
Kindergarten	8 994
Primary school	26 792
Secondary school	32 948

2. In the light that schools and parents would arrange school busing for their students / children on their own, the number of students who travel to and from schools by school bus with breakdown by districts and fares is not available.

3. To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for students who are Primary 1 to Secondary 6 students in receipt of CSSA or full grant under the Student Financial Assistance (SFA) Schemes.

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, among other arrangements, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFA but identified by schools as needy. Besides, eligible participating schools have been provided with incentive funding under the School-based Grant. In the 2014/15 school year, the total funding earmarked for the Programme is about \$240 million including about \$113 million for the School-based Grant and \$127 million for the Community-based Project Grant.

For the School-based Grant, 884 schools which constitute about 90% of all the schools in the territory and have 221 585 eligible students qualified for the grant have participated in the Programme. Of the afore-mentioned eligible students, 66 340, 131 490 and 23 755 are in receipt of CSSA, full grant of SFA and others (i.e. participating under the 25% discretionary quota) respectively.

Regarding the Community-based Project Grant, the 530 projects organised by 175 NGOs are targeted at individual eligible students totaling about 93 000. To avoid unnecessary labelling on participating students, NGOs have not asked participating students to identify themselves as CSSA or full-grant SFA recipients. Breakdown of participating students by students in receipt of CSSA or full grant of SFA is therefore not available.

The objectives of various after-school activities organised by participating schools under the Programme are to help increase learning effectiveness (such as homework tutorials and training of learning skills), broaden learning experience outside classroom (such as art and cultural as well as sports activities) and raise understanding of and sense of belonging to the community (such as voluntary services). Seen from this perspective, the activities, some of which may be one-off, are for sustainable development of the students concerned.

The provision of the Programme is complementary in nature. Apart from the Programme, the Government has launched various funding schemes to support schools and NGOs to organise after-school activities including after-school tutorial services to cater for the diverse needs of needy students. Besides, flexible deployment of the grants provided, as encouraged by EDB, has enabled schools to inject more funding into after-school activities for needy students. The amount of cash assistance provided to each student participating in after-school activities is not available.

Assessment of the effectiveness of the Programme is done annually at two levels. In line with the spirit of school-based management, schools are accountable for review of the effectiveness of the Programme including the use of the School-based Grant for its intended objectives. NGOs are required to submit, among others, an evaluation report on the effectiveness of the projects organised to EDB. In parallel, EDB collects feedback from stakeholders through surveys and conducts supervisory visits to examine the implementation of the Programme. In general, stakeholders agree that the Programme for the afore-mentioned objectives is effective. As for the implementation of the Programme, upon review of the utilisation of the funding, EDB has enhanced the School-based Grant starting from the 2014/15 school year as mentioned above. For budgetary purpose, EDB will continue to earmark a provision of \$240 million for the Programme for the coming three years.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB398**

**(Question Serial No. 6282)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (511) Subvented institutions  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

A number of local post-secondary institutions have obtained loans from the Government for further development. Please provide, in a table format, the amount of loans each of these post-secondary institutions obtained from the Government, the estimated amount of loan repayment and repayment period.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 639)

Reply:

In 2001, the Government launched the Start-up Loan Scheme (SLS) to provide interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment. Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years. As at February 2015, 38 loans amounting to a total of about \$7 billion were approved. 13 loans have been fully repaid and the total amount of outstanding loan is about \$4.4 billion. Details of the approved loans and loan repayment are set out at Annex.

**List of Loans Approved under the  
Start-up Loan Scheme for Post-secondary Education Providers  
(as at 28 February 2015)**

<b>No.</b>	<b>Applicant</b>	<b>Operator</b>	<b>Approved Loan Amount (\$)</b>	<b>Outstanding Loan Amount (\$) (Note)</b>	<b>Date of Final Repayment</b>
1	The University of Hong Kong	HKU School of Professional and Continuing Education	35,402,000	0	July 2012
2	The University of Hong Kong*	HKU School of Professional and Continuing Education	176,124,000	32,515,200	March 2022
3	Hong Kong Baptist University	School of Continuing Education	86,201,000	0	May 2012
4	The Hong Kong Polytechnic University	Hong Kong Community College	32,700,000	0	July 2013
5	Lingnan University	The Community College at Lingnan University	10,597,000	0	July 2013
6	Lingnan University*	The Community College at Lingnan University	205,735,000	68,578,330	April 2024
7	The Hong Kong Institute of Education	School of Continuing and Professional Education	15,000,000	0	April 2013
8	The Chinese University of Hong Kong	School of Continuing and Professional Studies	135,274,000	0	September 2012
9	Caritas-Hong Kong	Caritas Bianchi College of Careers	15,000,000	0	September 2012
10	City University of Hong Kong	Community College of City University	44,756,000	0	July 2013
11	Vocational Training Council	School of Business and Information Systems	266,400,000	0	March 2012
12	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	7,148,000	0	February 2013
13	Education and Learning Institute (Hong Kong) Limited	The Hong Kong Learning Community College	4,000,000	0	September 2005
14	The University of Hong Kong*	HKU School of Professional and Continuing Education	279,256,000	148,936,532	September 2026
15	Hong Kong Baptist University*	School of Continuing Education	359,200,000	191,573,330	February 2027



No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
16	Caritas - Hong Kong*	Caritas Bianchi College of Careers	188,000,000	131,600,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	424,714,000	297,299,800	November 2028
18	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College*#	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College	346,050,000	184,560,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	458,100,000	343,575,000	September 2029
20	City University of Hong Kong*	Community College of City University and City University of Hong Kong	599,500,000	0	August 2013
21	Po Leung Kuk*	HKU SPACE Po Leung Kuk Community College	254,000,000	177,800,000	January 2029
22	The Open University of Hong Kong	The Open University of Hong Kong	120,000,000	48,000,000	October 2018
23	HKCT Group Limited	Hong Kong College of Technology	10,875,000	0	September 2012
24	Hang Seng School of Commerce	Hang Seng Management College	32,400,000	9,720,000	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	22,743,000	6,822,900	November 2017
26	Hong Kong Arts Centre	The Hong Kong Art School	5,500,000	2,750,000	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	29,000,000	17,400,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	40,344,000	28,240,800	February 2022
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	350,000,000	350,000,000	Subject to date of final drawdown
30	The Open University of Hong Kong	The Open University of Hong Kong	317,000,000	285,300,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	308,000,000	246,400,000	February 2023
32	International Education and Academic Exchanges	Hong Kong Institute of Technology	11,000,000	9,900,000	March 2024

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
	Foundation Company Limited				
33	The Chinese University of Hong Kong	School of Continuing and Professional Studies	40,000,000	32,000,000	February 2023
34	Caritas - Hong Kong	Caritas Institute of Higher Education	300,000,000	300,000,000	Subject to date of final drawdown
35	Vocational Training Council	Technological and Higher Education Institute of Hong Kong	670,000,000	670,000,000	Subject to date of final drawdown
36	Hong Kong Arts Centre	Hong Kong Art School	2,500,000	2,250,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	800,000,000	800,000,000	Subject to date of final drawdown
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	30,000,000	30,000,000	Subject to date of final drawdown
<b>Total</b>			<b><u>7,032,519,000</u></b>	<b><u>4,415,221,892</u></b>	

Note: Outstanding Loan Amount refers to the Approved Loan Amount (i.e. including the amount approved but not yet disbursed to institutions) less repayment from institutions.

- \* Loans with approval granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.
- # Loan transfer to Tung Wah Group of Hospitals was approved by the Education Bureau in July 2012.

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**CONTROLLING OFFICER'S REPLY**

**EDB399**

**(Question Serial No. 6680)**

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

What is the number of students with disabilities enrolled in self-financing sub-degree and undergraduate programmes in the past 6 years (i.e. 2009-10, 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15), broken down by the type of disabilities (including specific learning disabilities, autism spectrum disorders, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment, speech and language impairment and others)?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 566)

Reply:

According to the information provided by institutions, the number of students with special educational needs (SEN) pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2009/10 to 2014/15 academic years by type is set out at **Annex**.

**Number of Students with SEN <sup>(Note 1)</sup> Pursuing Full-time Locally-accredited Self-financing  
Sub-degree and Undergraduate Programmes by Type  
from the 2009/10 to 2014/15 Academic Years**

Type of SEN	Academic Year					
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Specific Learning Disabilities	11	13	17	28	41	61
Intellectual Disabilities	0	0	0	0	0	0
Autism Spectrum Disorders	5	6	7	13	14	21
Attention Deficit / Hyperactivity Disorder	1	3	7	9	17	34
Physical Disability	23	36	45	35	38	62
Visual Impairment	30	24	33	47	43	41
Hearing Impairment	26	32	45	45	57	79
Speech and Language Impairment	3	4	5	5	8	12
Others <sup>(Note 2)</sup>	42	53	62	70	52	102
<b>Total</b>	<b>141</b>	<b>171</b>	<b>221</b>	<b>252</b>	<b>270</b>	<b>412</b>

Notes:

1. The number of students with SEN is based on information as declared by individual students.
2. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.

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**CONTROLLING OFFICER'S REPLY**

**EDB400**

**(Question Serial No. 6681)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

According to the 2015-16 Budget, the government will support special schools to enhance life planning and career guidance service meeting the students' development needs. Will the government inform this Committee the details of the initiatives? What are the details of provisions and expenditures involved?

Asked by: Hon CHEUNG Kwok-che (Member Question No.567)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector schools (including special schools) and Direct Subsidy Scheme Schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level.

The prime aim of providing CLP Grant is to enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students (including students with special educational needs). EDB will conduct advisory visits to schools, during which we will engage the guidance teams of the schools in professional dialogue and render advice on their work plans to better cater for the developmental needs of the students, including enhancing their self-understanding and providing them with more opportunities to understand the world of work. We will also continue to enhance support services for schools, including provision of more structured teacher training places in which special school teachers can join. Different activities will be arranged for teachers and parents to enhance their understanding about the importance of life planning education. Professional development activities like experience sharing sessions will be provided for teachers of special schools to enhance their professional knowledge in providing support for students with special educational needs. EDB will also expand the Business-School Partnership Programme to provide students (including students with special educational needs) with more career exploration opportunities so that they can get prepared for work and life in the society. The expenditure involved for providing support services for special schools is subsumed under EDB's recurrent expenditure.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB401**

**(Question Serial No. 6682)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What was the staffing (including the numbers of warden, deputy warden, houseparent-in-charge, house-parent, programme worker, janitor in the boarding section, registered nurse, enrolled nurse, clerical assistant, cook, caretaker) of the boarding section of schools for children with visual impairment (including Ebenezer School and Ebenezer New Hope School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)? What were the ratios of the boarding section staff to students?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 568)

Reply:

The staff establishment and the staff to boarder ratio of the boarding section of schools for children with visual impairment from the 2010/11 to 2014/15 school years are set out at the Appendix.

**I. The staff establishment of the boarding section of schools for children with visual impairment from the 2010/11 to 2014/15 school years**

	2010/11 School Year		2011/12 School Year		2012/13 School Year		2013/14 School Year		2014/15 School Year	
	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff
Number of Staff	42	29	41	28	38	27	38	27	39	28.8

*Remarks:*

1. Specialist staff includes nurse, warden, assistant warden, houseparent-in-charge, houseparent and programme worker.

2. Non-specialist staff includes clerical assistant, janitor staff, cook and watchman.

**II. The staff to boarder ratio of the boarding section of schools for children with visual impairment from the 2010/11 to 2014/15 school years**

2010/11 School Year	2011/12 School Year	2012/13 School Year	2013/14 School Year	2014/15 School Year
1:2.7	1:2.2	1:2.3	1:2.3	1:2.3

*Remark: Only specialist staff is included in the staff to boarder ratio.*

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB402**

**(Question Serial No. 6683)**

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

What were the numbers of school bus drivers in schools for children with visual impairment (including Ebenezer School and Ebenezer New Hope School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 569)

Reply:

In each of the 2010/11 to 2014/15 school years, a total of three motor drivers were/are provided in the establishment of the schools for children with visual impairment.

- End -



**CONTROLLING OFFICER'S REPLY****EDB403****(Question Serial No. 6684)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of boarding places and boarders in schools for children with visual impairment (including Ebenezer School and Ebenezer New Hope School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)? What were the respective numbers of the 5-day and 7-day boarding places in the two schools?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 570)

Reply:

The number of 5-day and 7-day boarding places and boarders in schools for children with visual impairment from the 2010/11 to 2014/15 school years is as follows:

School year		2010/11	2011/12	2012/13	2013/14	2014/15
Boarding places	5-day	125	114	86	86	82
	7-day	22	24	36	36	35
Boarders	5-day	93	69	64	62	64
	7-day	19	22	22	25	27

Note: Figures as at September of the respective school year

- End -

**CONTROLLING OFFICER'S REPLY****EDB404****(Question Serial No. 6685)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What was the staffing (including the numbers of warden, deputy warden, houseparent-in-charge, house-parent, programme worker, janitor in the boarding section, registered nurse, enrolled nurse, clerical assistant, cook, caretaker) of the boarding section of the following schools for children with physical disability (including the Hong Kong Red Cross Princess Alexandra School, SAHK Jockey Club Elaine Field School, Hong Kong Red Cross John F. Kennedy Centre) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)? What were the ratios of the boarding section staff to students? What were the numbers of the 5-day and 7-day boarding places in the respective schools?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 571)

Reply:

The staff establishment and the staff to boarder ratio of the boarding section of schools for children with physical disability (PD schools) from the 2010/11 to 2014/15 school years are set out in the Appendix. The number of 5-day and 7-day boarding places in PD schools from the 2010/11 to 2014/15 school years is tabulated below.

School year		2010/11	2011/12	2012/13	2013/14	2014/15
Boarding places	5-day	109	97	85	81	79
	7-day	100	133	149	159	160

Note: Figures as at September of the respective school years.

**I. The staff establishment of the boarding section of schools for children with physical disability from the 2010/11 to 2014/15 school years**

	2010/11 School Year		2011/12 School Year		2012/13 School Year		2013/14 School Year		2014/15 School Year	
	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff
Number of staff	88	53	99	57	108	53	109	56	116	63.6

*Remarks:*

1. Specialist staff includes nurse, warden, assistant warden, houseparent-in-charge, houseparent and programme worker.

2. Non-specialist staff includes clerical assistant, janitor staff, cook and watchman.

**II. The staff to boarder ratio of the boarding section of schools for children with physical disability from the 2010/11 to 2014/15 school years**

2010/11 School Year	2011/12 School Year	2012/13 School Year	2013/14 School Year	2014/15 School Year
1:2.3	1:2.2	1:2.0	1:2.1	1:1.8

*Remark: Only specialist staff is included in the staff to boarder ratio.*

- End -

**CONTROLLING OFFICER'S REPLY****EDB405****(Question Serial No. 6686)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

According to the 2015 Budget, from the 2015/16 academic year onwards, the Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes for meeting the manpower needs of Hong Kong. For the first cohort, there will be 13 programmes. In this regard, will the Administration inform this Council of the details of the scheme (including the criteria for selecting students, the amount of subsidy and the period of receiving subsidy for each student, the number of subsidised places for each department etc.)? What are the details of expenditure involved?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 572)

Reply:

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at **Annex**. The subsidised places will be allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students are selected through a merit-based system.

The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

--END--

**CONTROLLING OFFICER'S REPLY****EDB406****(Question Serial No. 6687)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the numbers of school bus drivers in schools for children with physical disability (including the Hong Kong Red Cross Princess Alexandra School, SAHK Ko Fook Iu Memorial School, SAHK Jockey Club Elaine Field School, SAHK B M Kotewall Memorial School, Hong Kong Christian Service Pui Oi School and Hong Kong Red Cross John F. Kennedy Centre) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)

Asked by: Hon CHEUNG Kwok-che (Member Question No. 573)

Reply:

From the 2010/11 to 2014/15 school years, the number of motor drivers provided in the establishment of the schools for children with physical disability is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Number of motor drivers	22	22	23	23	23

- End -

**CONTROLLING OFFICER'S REPLY****EDB407****(Question Serial No. 6688)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the numbers of school bus drivers in schools for children with severe intellectual disability (including the Caritas Lok Kan School, Caritas Lok Yi School, Mental Health Association of Hong Kong – Cornwall School, Chi Yun School, Hong Chi Pinehill No.2 School, Hong Chi Pinehill No.3 School, Po Leung Kuk Mr. & Mrs. Chan Pak Keung Tsing Yi School, Po Leung Keung Law's Foundation School, Haven of Hope Sunnyside School and Caritas Jockey Club Lok Yan School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 574)

Reply:

From the 2010/11 to 2014/15 school years, the number of motor drivers provided in the establishment of the schools for children with severe intellectual disability is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Number of motor drivers	21	22	24	25	26

- End -

**CONTROLLING OFFICER'S REPLY****EDB408****(Question Serial No.6689 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the numbers of boarders in the following schools for children with severe intellectual disability (including the Caritas Lok Kan School, Caritas Lok Yi School, Mental Health Association of Hong Kong – Cornwell School, Chi Yun School, Hong Chi Pinehill No.2 School, Hong Chi Pinehill No.3 School, Po Leung Kuk Mr. & Mrs. Chan Pak Keung Tsing Yi School, Po Leung Keung Laws Foundation School, Haven of Hope Sunnyside School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)? What were the numbers of the 5-day and 7-day boarding places in the respective schools?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 575)

Reply:

The number of 5-day and 7-day boarding places and boarders in schools for children with severe intellectual disability from the 2010/11 to 2014/15 school years is as follows:

School year		2010/11	2011/12	2012/13	2013/14	2014/15
Boarding places	5-day	248	243	234	220	201
	7-day	172	183	191	201	213
Boarders	5-day	227	205	197	177	156
	7-day	161	180	186	195	205

Note: Figures as at September of the respective school years.

- End -



**CONTROLLING OFFICER'S REPLY****EDB409****(Question Serial No. 6694)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: ( 3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In 2015-16, the Bureau will continue to implement the New Senior Secondary (NSS) curriculum and continue to provide teacher training and develop resource materials to support the implementation of the New Academic Structure. Please inform this Committee the details and expenditure involved in promoting the Liberal Studies subject, recruiting Liberal Studies teachers and assistants for the development of the New Senior Secondary (NSS) Liberal Studies subject in each of the years between 2009 and 2014.

Asked by: Hon Cheung Kwok-che (Member Question No. 580)

Reply:

In terms of financial resources, the Education Bureau (EDB) provided a one-off Liberal Studies Curriculum Support Grant (LSCSG) of \$320,000 to each publicly-funded secondary school for use in the 2010/11 and 2011/12 school years, amounting to a total of \$164.5 million (i.e. \$320,000 x 514 schools). LSCSG is a non-recurrent grant provided to schools to create, at the initial stage of implementing the New Academic Structure (NAS), favourable conditions for the introduction of Liberal Studies so as to lay a sound foundation for the subject's future development. Schools may use the grant flexibly in recruiting staff, hiring services and/or purchasing learning and teaching materials to assist in the implementation of the New Senior Secondary (NSS) Liberal Studies curriculum. After considering the utilisation of the grant in schools and the remaining amounts in the non-recurrent commitment approved by the Finance Committee of the Legislative Council, EDB extended the tenure of LSCSG for one more year, and disbursed the remaining amount in the commitment to applicant-schools in the 2012/13 school year by inviting schools to apply for additional LSCSG of no more than \$160,000 each for use. The provision of the additional LSCSG amounts to \$55.1 million. Under the spirit of school-based management, schools are responsible for ensuring the effective use of LSCSG, thus EDB cannot provide further details on its use.

In tandem, schools have been provided with the Senior Secondary Curriculum Support Grant (SSCSG) on a recurrent basis since the 2008/09 school year. Schools can make flexible deployment of the grant to facilitate smooth implementation of the NSS curriculum, including Liberal Studies. SSCSG was enhanced from the 2008/09 to the 2011/12 school years to an amount equivalent to the mid-point salary of 0.15 Graduate Master / Mistress (GM) teacher per NSS class. From the 2012/13 school year onwards, SSCSG is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. In the spirit of school-based management, schools have deployed SSCSG flexibly together with other funding sources, thus EDB do not have information on the amount spent on specific subjects. The details of the provision of SSCSG in the past five years are as follows:

	2010-11 (\$ million)	2011-12 (\$ million)	2012-13 (\$ million)	2013-14 (\$ million)	2014-15 (\$ million)
SSCSG	247.2	371.8	281.8	263.4	266.5

All along, the Education Bureau (EDB) has been providing a wide array of measures to promote the implementation of Liberal Studies, including developing learning and teaching resources, promotional materials, organising seminars for school leaders, teachers and parents as well as maintaining a web-based resource platform. Apart from the above promotion measures, EDB also provides training to Liberal Studies teachers through professional development programmes and networking activities for teachers. The above promotion measures and training to teachers were mainly carried out by professional staff of EDB and the relevant cost is absorbed by the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

The expenditure on employing teachers and teaching assistants are part of the overall operating costs of schools. Schools can flexibly deploy their teaching staff to teach or to assist in teaching Liberal Studies based on the school context. Hence, we cannot provide the details and expenditure on the employment of Liberal Studies teachers and teaching assistants.

- End -

**CONTROLLING OFFICER'S REPLY****EDB410****(Question Serial No. 6699)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Bureau will continue to implement a series of targeted relief measures aiming at maintaining the stability and strengths of the schools as well as teaching force in light of the temporary decline of the Secondary 1 student population. In this regard, will the Administration inform this Committee of the following:

1. Has it made an estimate of the demand for secondary school places in various districts for the next 5 years? If yes, what are the details? If not, what is/are the reason(s)?
2. Has it made an estimate of the number of retired teachers and number of prospective teachers for the next 5 years? If yes, what are the details? If not, what is/are the reason(s)?
3. In view of the drop in the number of students in some schools as a result of the decline in student population, will the Administration provide additional resources for schools with fewer students so that their students will not be provided with a less desirable learning environment due to the allocation of less resources to these schools? If yes, what are the details? If not, what is/are the reason(s)?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 587)

Reply:

1. The projected school-age population aged 12 is commonly considered appropriate for admission to Secondary 1 (S1). For the estimated demand for S1 places with breakdown by district, reference can be made to the projected school-age population aged 12 tabulated at the Annex.
2. Although the statutory retirement age for aided school teachers is 60, they may leave the teaching profession at any age before 60 due to personal reasons. We are therefore unable to estimate the number of teachers who will leave the profession due to retirement in the coming 5 school years. As for prospective teachers, the number of full-time graduates of initial teacher education programmes at primary and secondary levels will be about 1 200 to 1 300 per year from the 2014/15 to 2018/19 school years.
3. The decline in student population in recent years may inevitably affect the enrolment in some of the aided secondary schools. Since most of the Government subsidies, including the manpower resources provided for schools, are calculated on a class-basis, small fluctuation in enrolment may not result in a significant change in the Government subsidies received by schools. During the three school years from 2013/14 to 2015/16, aided schools having class reduction in S1 due to under-enrolment are allowed to extend the period of retaining their surplus teachers from one year to three years under the measure of "Extended Retention Period for Surplus Teachers". The measure is implemented to

maintain the stability of the teaching force amid the temporary decline in S1 student population. By retaining the surplus teachers, schools concerned can have extra manpower which facilitates their long-term planning for quality improvement, thereby bringing about positive impact on the teaching quality and school system as a whole.

**Projected School-age Population Aged 12 Who are Residing in Hong Kong by District,  
2015/16 – 2019/20 School Years**

District	2015/16	2016/17	2017/18	2018/19	2019/20
Central and Western	1 600	1 500	1 500	1 600	2 100
Wan Chai	900	800	900	900	1 100
Eastern	3 400	3 200	3 300	3 700	4 000
Southern	1 900	1 700	1 800	1 900	1 800
Yau Tsim Mong	2 000	1 900	1 900	2 100	2 900
Sham Shui Po	2 800	2 700	2 700	3 100	3 600
Kowloon City	2 800	2 600	2 700	2 900	3 500
Wong Tai Sin	2 900	2 800	2 800	2 900	3 100
Kwun Tong	4 900	5 000	5 200	5 300	5 800
Sai Kung	3 600	3 400	3 500	4 000	4 000
Sha Tin	4 400	4 300	4 700	5 100	4 800
Tai Po	1 800	1 700	1 900	2 100	2 000
North	2 300	2 200	2 300	2 500	2 200
Yuen Long	4 900	4 600	4 900	5 400	4 700
Tuen Mun	3 100	2 900	3 000	3 500	3 600
Tsuen Wan	2 300	2 100	2 300	2 500	2 500
Kwai Tsing	3 900	3 700	3 900	4 100	3 400
Islands	1 400	1 300	1 400	1 500	1 500
All Districts	50 900	48 400	50 800	55 200	56 700

Notes:

- Figures in the above table were updated in February 2015 with reference to the "Projections of Population Distribution 2014 - 2023" released by the Planning Department in December 2014.
- School-age population aged 12 is considered appropriate for secondary education (i.e. S1).
- 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 at secondary education (i.e. S1). The above figures do not include cross-boundary students.
- The projections of school-age population residing in Hong Kong are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual numbers of such babies who would settle in Hong Kong and if so, when.
- Figures refer to the position as at September of the respective school years.
- Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

**CONTROLLING OFFICER'S REPLY****EDB411****(Question Serial No. 6704)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In paragraph 110 of the Budget, the Financial Secretary has mentioned that from the 2015/16 academic year onwards, the Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes for meeting the manpower needs of Hong Kong. For the first cohort, there will be 13 programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality. This scheme will cost \$960 million.

- 1) What is the eligibility for the subsidy?
- 2) How will the Administration use the \$960 million?
- 3) How will the maximum amount of subsidy for each student be formulated?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 592)

Reply:

1), 2) and 3)

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at **Annex**.

The subsidised places will be allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure that eligible students are selected through a merit-based system. The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

--END--



**CONTROLLING OFFICER'S REPLY**

**EDB412**

**(Question Serial No. 6763)**

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

What were the numbers of non-Chinese speaking students and the numbers of ethnic minorities studying at different grade levels in primary schools in the 2014/15 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 601)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of non-Chinese speaking ethnic minority students studying at different grade levels in public sector and Direct Subsidy Scheme primary schools in the 2014/15 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels  
in primary schools in the 2014/15 school year**

Grade	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>
Number of NCS students	1 574	1 533	1 467	1 399	1 353	1 371

Notes:

1. Figures refer to the position as at September of 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying in primary schools in the 2014/15 school year**

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>
Indonesian	21	22	12	18	10	15
Filipino	216	208	224	210	199	228
Indian	143	154	159	171	139	157
Pakistani	521	506	522	505	469	506
Nepalese	299	253	222	204	249	207
Japanese	26	14	18	12	7	6
Thai	23	20	19	27	22	32
Korean	11	9	4	5	6	2
Other Asian	42	53	23	34	29	20
White	109	118	90	65	55	55
Others	58	69	62	59	61	54
<b>Total</b>	<b>1 469</b>	<b>1 426</b>	<b>1 355</b>	<b>1 310</b>	<b>1 246</b>	<b>1 282</b>

Notes:

1. Figures refer to the position as at September of 2014.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB413**

**(Question Serial No. 6764)**

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

What were the numbers of non-Chinese speaking students and the numbers of ethnic minorities studying at different grade levels in secondary schools in the 2014/15 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 602)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of non-Chinese speaking ethnic minority students studying at different grade levels in public sector and Direct Subsidy Scheme secondary schools in the 2014/15 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels  
in secondary schools in the 2014/15 school year**

Grade	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
Number of NCS students	1 613	1 424	1 493	1 376	1 307	1 011

Notes:

1. Figures refer to the position as at September of 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying in secondary schools in the 2014/15 school year**

	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
Indonesian	12	11	6	9	3	6
Filipino	266	248	254	241	242	197
Indian	220	187	232	200	192	165
Pakistani	559	474	505	448	382	239
Nepalese	249	194	229	240	201	156
Japanese	10	12	10	13	11	10
Thai	21	17	34	11	11	13
Korean	12	8	8	7	13	9
Other Asian	46	35	25	24	31	20
White	42	33	32	31	27	15
Others	70	78	75	55	40	36
Total	1 507	1 297	1 410	1 279	1 153	866

Notes:

1. Figures refer to the position as at September of 2014.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB414**

**(Question Serial No. 6765)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What were the number of non-Chinese speaking students and the number of ethnic minorities studying at different class levels in kindergartens in the 2014/15 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 603)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of ethnic minority students studying in kindergartens in the 2014/15 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels  
in kindergartens in the 2014/15 school year**

	<b>K1</b>	<b>K2</b>	<b>K3</b>
Number of NCS students	4 336	4 401	3 196

Notes:

1. Figures refer to the position as at September of 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in kindergarten-cum-child care centres.



**Number of ethnic minority students studying at different grade levels  
in kindergartens in the 2014/15 school year**

	<b>K1</b>	<b>K2</b>	<b>K3</b>
Indonesian	27	22	27
Filipino	199	242	200
Indian	411	392	275
Pakistani	478	503	505
Nepalese	309	315	330
Japanese	315	255	202
Thai	36	36	32
Korean	113	113	58
Other Asian	168	158	103
White	1 208	1 304	733
Others	506	500	293
Total	3 770	3 840	2 758

Notes:

1. Figures refer to the position as at September of 2014.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.

- End -

**CONTROLLING OFFICER'S REPLY****EDB415****(Question Serial No. 6766)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

What is the number of cross-boundary students attending local primary schools by class level in the 2014/15 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 604)

Reply:

The number of cross-boundary students (CBS) attending primary schools in Hong Kong by class level in the 2014/15 school year is as follows:

Class Level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	3 700	2 981	2 203	1 331	882	677	11 774

Note: Figures are based on the annual survey conducted via schools in September 2014 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

- End -

**CONTROLLING OFFICER'S REPLY****EDB416****(Question Serial No. 6767)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

What is the number of cross-boundary students attending secondary schools in Hong Kong by class level in the 2014/15 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 605)

Reply:

The number of cross-boundary students (CBS) attending secondary schools in Hong Kong by class level in the 2014/15 school year is as follows:

Class Level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	696	572	542	413	379	250	2 852

Note: Figures are based on the annual survey conducted via schools in September 2014 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

- End -

**CONTROLLING OFFICER'S REPLY****EDB417****(Question Serial No. 6768)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

What are the number of whole-day and half-day kindergartens as well as the number of students in these kindergartens in the 2014/15 school year? Please provide the information by District Council district.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 606)

Reply:

The number of kindergartens (KGs) operating whole-day (WD) and half-day (HD) classes, and the number of students enrolled in these kindergarten classes by District Council district in the 2014/15 school year is tabulated below:

District	WD classes		HD classes	
	No. of KGs	No. of students	No. of KGs	No. of students
Central & Western	22	1 269	29	4 245
Wan Chai	13	1 179	20	5 373
Eastern	56	2 980	67	9 018
Southern	21	1 287	34	3 501
Sham Shui Po	36	2 637	31	6 298
Yau Tsim Mong	25	1 825	23	4 374
Kowloon City	51	3 773	75	19 100
Wong Tai Sin	42	3 086	32	4 239
Kwun Tong	58	4 299	46	7 602
Tsuen Wan	24	1 743	31	4 643
Tuen Mun	58	4 225	45	8 505
Yuen Long	54	3 991	54	12 836
North	34	2 029	37	10 534
Tai Po	30	2 291	27	4 115
Sha Tin	56	3 811	55	9 378
Sai Kung	44	2 837	48	5 660
Islands	21	1 341	30	2 227
Kwai Tsing	51	3 298	47	6 848

Note: Figures refer to the position as at mid-September of the school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB418****(Question Serial No. 6769)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

What is the number of students, by types of disabilities and grade levels, studying in mainstream primary schools in the past 6 years? (Please fill in the following table)

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Intellectual Disabilities	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						

2013-14						
2014-15						

Physical Disability	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Visual Impairment	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						

Asked by: Hon CHEUNG Kwok-che (Member Question No. 607)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels by major SEN types from the 2009/10 to 2014/15 school years is set out at the Appendix.

**Number of students with SEN studying in public sector mainstream primary schools  
by grade levels by major SEN types from the 2009/10 to 2014/15 school years**

<b>Specific Learning Difficulties</b>	P1 #	P2	P3	P4	P5	P6
2009/10	30	632	1 754	2 081	1 735	1 682
2010/11	40	665	1 786	2 080	2 168	1 809
2011/12	20	428	1 612	2 039	2 131	2 197
2012/13	20	533	1 645	1 943	2 084	2 163
2013/14	18	437	1 770	1 862	1 984	2 115
2014/15	13	318	1 806	2 047	1 892	2 013

<b>Intellectual Disability</b>	P1 #	P2	P3	P4	P5	P6
2009/10	74	133	142	129	139	141
2010/11	60	135	155	151	128	143
2011/12	68	94	166	166	154	127
2012/13	67	88	113	181	161	154
2013/14	97	88	98	130	181	157
2014/15	76	120	126	103	134	181

<b>Autism Spectrum Disorders</b>	P1	P2	P3	P4	P5	P6
2009/10	254	296	305	248	191	182
2010/11	368	382	353	366	288	227
2011/12	431	422	417	386	378	290
2012/13	496	542	487	469	425	417
2013/14	547	662	624	533	502	444
2014/15	571	684	746	694	574	532

<b>Attention Deficit/Hyperactivity Disorder</b>	P1	P2	P3	P4	P5	P6
2009/10	34	134	249	343	407	324
2010/11	62	188	333	444	477	492
2011/12	53	143	293	449	503	513
2012/13	57	186	414	535	634	628
2013/14	45	200	508	648	700	751
2014/15	77	207	515	807	853	811

<b>Physical Disability</b>	P1	P2	P3	P4	P5	P6
2009/10	10	24	34	31	42	33
2010/11	17	25	31	45	44	46
2011/12	21	21	18	19	29	32
2012/13	13	23	22	15	22	31
2013/14	12	18	23	25	16	21
2014/15	12	16	21	23	26	16

<b>Visual Impairment</b>	P1	P2	P3	P4	P5	P6
2009/10	3	7	10	8	13	6
2010/11	3	5	7	12	8	15
2011/12	0	6	6	6	12	8
2012/13	2	3	5	7	4	11
2013/14	4	5	3	5	7	4
2014/15	6	5	5	3	5	7

<b>Hearing Impairment</b>	P1	P2	P3	P4	P5	P6
2009/10	40	45	56	70	59	66
2010/11	39	43	50	59	71	65
2011/12	33	45	49	52	60	72
2012/13	35	34	42	48	49	57
2013/14	38	36	43	44	51	52
2014/15	44	46	38	46	44	56

<b>Speech &amp; Language Impairment</b>	P1#	P2	P3	P4	P5	P6
2009/10	24	632	392	220	142	109
2010/11	21	623	383	220	137	94
2011/12	47	910	450	281	174	110
2012/13	30	890	445	268	189	117
2013/14	36	815	447	271	178	130
2014/15	17	916	440	261	146	112

# The figures denote the position as at September of the respective school years. The number of students identified to have SEN will increase during the year through early identification and intervention measures.

- End -



**CONTROLLING OFFICER'S REPLY****EDB419****(Question Serial No. 6770)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

What is the number of students, by types of disabilities and grade levels, studying in mainstream secondary schools in the past 6 years? (Please fill in the following tables)

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							

2013-14							
2014-15							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							

Asked by: Hon CHEUNG Kwok-che (Member Question No. 608)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade levels and by major SEN types from the 2009/10 to 2014/15 school years is set out at the Appendix. With increased awareness among teachers and parents, more students with SEN are identified. Hence, the number has increased over the years.

**Number of students with SEN studying in public sector mainstream secondary schools  
by grade levels by major SEN types from the 2009/10 to 2014/15 school years**

<b>Specific Learning Difficulties</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	1 458	1 375	1 092	743	355	15	10
2010/11	1 863	1 516	1 385	1 004	630	21	15
2011/12	1 891	1 803	1 494	1 248	834	557	19
2012/13	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	2 259	2 214	2 102	1 639	1 322	982	N/A

<b>Intellectual Disability</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	162	181	152	140	76	1	0
2010/11	166	169	208	131	133	0	1
2011/12	164	184	181	178	108	125	0
2012/13	149	168	195	153	164	103	N/A
2013/14	183	137	175	161	125	145	N/A
2014/15	180	182	152	145	130	116	N/A

<b>Autism Spectrum Disorders</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	135	152	124	84	63	8	5
2010/11	186	185	170	126	91	15	9
2011/12	225	210	206	177	129	94	11
2012/13	294	258	245	208	179	123	N/A
2013/14	396	345	298	246	199	179	N/A
2014/15	435	442	371	314	233	190	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	254	244	143	70	27	1	1
2010/11	373	364	286	152	69	2	2
2011/12	488	468	379	265	124	62	4
2012/13	577	567	486	362	228	113	N/A
2013/14	710	709	589	482	320	204	N/A
2014/15	847	797	736	552	418	291	N/A

<b>Physical Disability</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	35	51	48	23	22	2	5
2010/11	37	53	55	45	29	5	3
2011/12	35	47	39	50	38	31	7
2012/13	33	42	45	41	47	38	N/A
2013/14	32	37	43	46	33	44	N/A
2014/15	18	33	47	46	38	34	N/A

<b>Visual Impairment</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	17	14	22	11	18	4	5
2010/11	8	20	17	17	16	4	4
2011/12	15	11	26	19	16	17	4
2012/13	8	18	19	21	19	13	N/A
2013/14	12	12	19	18	20	19	N/A
2014/15	3	14	13	24	19	20	N/A

<b>Hearing Impairment</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	75	80	92	90	93	20	19
2010/11	72	76	81	91	87	21	21
2011/12	63	71	78	82	87	88	23
2012/13	66	58	72	63	80	79	N/A
2013/14	60	68	55	76	58	83	N/A
2014/15	57	69	71	63	69	54	N/A

<b>Speech &amp; Language Impairment</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	83	42	14	20	13	2	5
2010/11	71	60	36	33	24	1	3
2011/12	60	29	42	35	20	22	2
2012/13	73	39	22	22	21	13	N/A
2013/14	65	41	40	19	18	24	N/A
2014/15	70	48	47	23	29	23	N/A

- Note: 1. Figures as at September of the respective school years
2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN has increased since the 2011/12 school year.
3. N/A: Not applicable

- End -

**CONTROLLING OFFICER'S REPLY****EDB420****(Question Serial No. 6772)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

What are the total numbers of students in each class level of pre-primary education, primary schools and secondary schools in this school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 610)Reply:

The number of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by grade in the 2014/15 school year is given below:

Level	Grade	Student
Kindergarten (including kindergarten-cum-child care centre)	K1	62 369
	K2	58 738
	K3	55 290
	<b>K1-K3</b>	<b>176 397</b>
Primary	P1	61 082
	P2	58 859
	P3	54 972
	P4	52 494
	P5	50 945
	P6	50 948
	<b>P1-P6</b>	<b>329 300</b>
Secondary	S1	57 151
	S2	59 427
	S3	63 575
	S4	62 208
	S5	63 860
	S6	64 774
	S7	2 136
	<b>S1-S7</b>	<b>373 131</b>

- Notes :
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
  - (2) Figures refer to the position as at September of the respective year.
  - (3) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidized secondary 7 places under local curriculum starting from the 2012/13 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB421****(Question Serial No. 6874)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

What were the number of public sector primary schools provided with student guidance officers, student guidance teachers and Student Guidance Service Grant, as well as the average number of student guidance cases per primary school in the past 3 school years respectively (please list out in the table below)?

		2011/12 school year	2012/13 school year	2013/14 school year
Provided with student guidance officers	No. of public sector primary schools			
	Average no. of student guidance cases per primary school			
Provided with student guidance teachers	No. of public sector primary schools			
	Average no. of student guidance cases per primary school			
Provided with Student Guidance Service Grant	No. of public sector primary schools			
	Average no. of student guidance cases per primary school			

Asked by: Hon CHEUNG Kwok-che (Member Question No. 700)

Reply:

Under the Comprehensive Student Guidance Service policy, teachers work in collaboration with student guidance officers (SGO), student guidance teachers (SGT) or student guidance personnel funded by the Student Guidance Service Grant (SGSG) to provide remedial, preventive and developmental guidance services for all students in a holistic and integrated manner. The number of public sector primary schools under the provision of SGO, SGT or SGSG, as well as the average number of student guidance cases, for the past 3 school years (i.e. the 2011/12 to the 2013/14 school years) are as follows:

		2011/12 School Year	2012/13 School Year	2013/14 School Year
Provided with student guidance officers	Number of public sector primary schools	21	19	15
	Average number of student guidance cases per primary school	21	21	19
Provided with student guidance teachers	Number of public sector primary schools	132	132	129
	Average number of student guidance cases per primary school	16	18	18
Provided with Student Guidance Service Grant	Number of public sector primary schools	303	302	309
	Average number of student guidance cases per primary school	18	18	17

- End -



**CONTROLLING OFFICER'S REPLY****EDB422****(Question Serial No. 6878)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned under Programme (2), (3), (4) that the Bureau will continue to provide recurrent funding support to schools to facilitate the implementation of the "Chinese Language Curriculum Second Language Learning Framework" for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language.

Currently, what are the numbers of primary and secondary schools receiving this funding? Please list the names of these primary and secondary schools, their respective districts, their numbers and percentage share of non-Chinese speaking students, their numbers of ethnic minority teachers (non-English), their numbers of ethnic minority teaching assistants and the times of their contacts with ethnic minority parents.

(1) There are \_\_\_\_\_ primary schools in total receiving this funding in the 2014/15 school year.

(2) There are \_\_\_\_\_ secondary schools in total receiving this funding in the 2014/15 school year.

(3) The details of primary schools receiving this funding in the 2014/15 school year, by 18 District Council districts:

By 18 District Council districts	School name	No. of non-Chinese speaking students	Percentage of non-Chinese speaking students (%)	No. of ethnic minority teachers (Non-English)	No. of ethnic minority teaching assistants	No. of contacts with ethnic minority parents
(respective district)						

(4) The details of secondary schools receiving this funding in the 2014/15 school year, by 18 District Council districts:

By 18 District Council districts	School name	No. of non-Chinese speaking students	Percentage of non-Chinese speaking students (%)	No. of ethnic minority teachers (Non-English)	No. of ethnic minority teaching assistants	No. of contacts with ethnic minority parents
(respective district)						

Asked by: Hon CHEUNG Kwok-che (Member Question No. 805)

Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools (i.e. 100 primary schools and 73 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools. The number of schools provided with the additional funding and the number of NCS students in these schools by district in the 2014/15 school year are tabulated at Annex. The percentage of NCS students among all students in these schools ranges from 1.1% to 98.7%.

The school plans submitted show that most of these schools are deploying the additional funding to employ additional Chinese Language teachers to implement various intensive learning and teaching modes such as pull-out learning, split-class/group learning, after-school consolidation, etc. as appropriate. On strengthening communication with NCS parents and creation of an inclusive learning environment in schools, while some schools deploy the resources for employing ethnic minority teachers/teaching assistants, some procure translation services and/or organise briefings dedicated for NCS parents on schools' policies and support for NCS students, etc.. In the 2014/15 school year, according to the school plans submitted, a total of about 60 ethnic minority teachers/teaching assistants are employed by these schools. As regards the number of contacts with NCS parents, given different practices of schools in keeping such records, related statistics is not available.

**Number of primary schools provided with additional recurrent funding  
and the number of non-Chinese speaking (NCS) students in these schools by district  
in the 2014/15 school year**

District	No. of schools provided with additional recurrent funding	No. of NCS students
Central & Western	5	507
Eastern	7	130
Islands	12	815
Kowloon City	7	366
Kwai Tsing	8	861
Kwun Tong	3	817
North	-	-
Sai Kung	4	161
Sha Tin	3	66
Sham Shui Po	5	779
Southern	1	10
Tai Po	3	47
Tsuen Wan	1	15
Tuen Mun	10	542
Wan Chai	8	924
Wong Tai Sin	2	259
Yau Tsim Mong	6	996
Yuen Long	15	781
All Districts	100	8 076

Notes:

1. Figures refer to the position as at September 2014.
2. The data include non-Chinese speaking students in public sector and Direct Subsidy Scheme primary schools. Figures do not include students in special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on spoken language at home.

**Number of secondary schools provided with additional recurrent funding  
and the number of non-Chinese speaking (NCS) students in these schools by district  
in the 2014/15 school year**

District	No. of schools provided with additional recurrent funding	No. of NCS students
Central & Western	5	69
Eastern	4	478
Islands	5	936
Kowloon City	4	223
Kwai Tsing	3	122
Kwun Tong	4	1 198
North	-	-
Sai Kung	4	332
Sha Tin	3	348
Sham Shui Po	7	1 339
Southern	1	33
Tai Po	2	34
Tsuen Wan	2	42
Tuen Mun	9	861
Wan Chai	11	479
Wong Tai Sin	-	-
Yau Tsim Mong	2	806
Yuen Long	7	283
All Districts	73	7 583

Notes:

1. Figures refer to the position as at September 2014.
2. The data include non-Chinese speaking students in public sector and Direct Subsidy Scheme secondary schools. Figures do not include students in special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY****EDB423****(Question Serial No. 6879)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned under Programme (2), (3), (4) that the Bureau will continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language.

Please list the work performance indicators for reviewing the “Chinese Language Curriculum Second Language Learning Framework” in phases.

	<b>Work indicators</b>	<b>Targeted years</b>
1	Over 50% of primary and secondary schools in Hong Kong receiving training on culture sensitivity	
2	Over 20% of primary and secondary schools in Hong Kong adopting school policies on racial harmony	
3	Over 10% (or certain number / percentage) of NCS students being admitted by universities through JUPAS	
4	Other indicators (please specify)	

Besides, how many resources has the Education Bureau allocated to mainstream schools admitting less than 10 NCS students? What are the measures provided by these schools? How does the Education Bureau make sure these NCS students receive appropriate learning support and immerse into the school life?

	<b>Measures</b>	<b>Resource input (\$)</b>	<b>Service targets and numbers</b>	<b>Work indicators</b>
1	After-school support on extended Chinese learning			
2	Tutoring or homework guidance			
3	The number of ethnic minority staff hired			
4	Training on culture sensitivity			
5	Talks for ethnic minority parents			
6	Other measures (please specify)			

Asked by: Hon CHEUNG Kwok-che (Member Question No. 806)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools (i.e. 100 primary schools and 73 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. A dedicated team, comprising EDB officers, has been set up in EDB to ensure schools' proper use of the enhanced funding. Specifically, the team will examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. Schools' use of the funding, which is purpose-specific for supporting NCS students' learning of the Chinese language including creation of an inclusive environment in schools, is also monitored by supervisory visits. Besides, feedback will be collected from major stakeholders of each school concerned (including principals, co-ordinators of support measures for NCS students in each school, Chinese Language teachers teaching NCS students, NCS parents, NCS students and non-governmental organisations where appropriate) through questionnaires, interviews, etc..

In addition, EDB has consulted teachers and language experts when formulating the "Learning Framework" and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the "Learning Framework" on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the "Learning Framework" would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

For schools admitting a handful of NCS students (i.e. less than 10), experience revealed that most NCS students can benefit from the immersed Chinese language environment in schools. To strengthen support for NCS students in these schools, starting from the 2014/15 school year, these schools may apply for an additional funding of \$50,000 per year on a need basis to provide after-school support to help their NCS students consolidate the Chinese learning in class. Reference has been drawn to the experience of the time-limited Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund implemented from the 2010/11 to 2013/14 school years. In tandem, we will continue to encourage these schools to optimise the use of their immersed Chinese language environment and deploy other resources flexibly with holistic planning according to their school-based circumstances to support their NCS students' mastery of the Chinese language as appropriate. According to the school plans submitted by the applicant schools, the major modes of support include after-class Chinese pull-out programmes, training of skills for learning Chinese, buddy reading programme, Chinese cultural activities, etc.. These schools generally adopt a holistic approach in resource planning and deployment of staff for implementation of different modes of support (including after-school support) which may be adjusted having regard to the changing needs and circumstances of their NCS students in learning the Chinese language. EDB will conduct supervisory visits to ensure that support is provided to NCS students as appropriate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB424****(Question Serial No. 6880)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide information on kindergartens with non-Chinese speaking (NCS) students:

- (1) A breakdown by 18 districts of the number of kindergartens with NCS students in the 2012/13, 2013/14 and 2014/15 school years.

By 18 districts	No. of kindergartens with NCS students
(Name of district)	

- (2) A breakdown by 18 districts and class level of the number of kindergartens with NCS students in the 2012/13, 2013/14 and 2014/15 school years.

By 18 districts	Class level	No. of kindergartens with NCS students		
(Name of district)		2012/13	2013/14	2014/15
	K1			
	K2			
	K3			

- (3) The number of students studying in kindergartens with NCS students.

Kindergartens with NCS students	No. of students	No. of NCS students	Ratio of NCS students (%)

Asked by: Hon CHEUNG Kwok-che (Member Question No. 807)

Reply:

- (1) According to the information collected through the annual Student Enrolment Survey, the number of kindergartens with non-Chinese speaking (NCS) students by district in the 2012/13, 2013/14 and 2014/15 school years is tabulated at Annex A.
- (2) The number of kindergartens with NCS students by district and by grade in the 2012/13, 2013/14 and 2014/15 school years is tabulated at Annex B.
- (3) The number of students studying in kindergartens with NCS students in the 2012/13, 2013/14 and 2014/15 school years is tabulated at Annex C.

**Number of kindergartens with non-Chinese speaking students  
by district in the 2012/13, 2013/14 and 2014/15 school years**

<b>District</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Central & Western	32	34	31
Wan Chai	23	25	24
Eastern	48	50	50
Southern	31	31	31
Yau Tsim Mong	24	24	23
Sham Shui Po	23	23	26
Kowloon City	52	55	56
Wong Tai Sin	25	17	18
Kwun Tong	29	34	35
Sai Kung	39	43	42
Sha Tin	33	34	37
Tai Po	20	20	22
North	20	15	6
Yuen Long	44	44	42
Tuen Mun	39	39	35
Tsuen Wan	13	13	12
Kwai Tsing	38	41	38
Islands	26	30	29
<b>All districts</b>	<b>559</b>	<b>572</b>	<b>557</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.



**Number of kindergartens with non-Chinese speaking students  
by district and by grade in the 2012/13, 2013/14 and 2014/15 school years**

<b>District</b>	<b>Grade</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Central & Western	K1	26	28	26
	K2	28	29	25
	K3	22	26	23
Wan Chai	K1	20	20	20
	K2	21	18	22
	K3	20	20	17
Eastern	K1	42	38	40
	K2	37	38	41
	K3	32	34	34
Southern	K1	26	26	26
	K2	28	29	27
	K3	26	24	26
Yau Tsim Mong	K1	19	17	20
	K2	20	18	20
	K3	18	16	17
Sham Shui Po	K1	18	15	17
	K2	20	23	20
	K3	17	16	21
Kowloon City	K1	33	44	40
	K2	37	34	42
	K3	33	30	28
Wong Tai Sin	K1	13	5	14
	K2	16	13	10
	K3	19	14	15
Kwun Tong	K1	21	20	26
	K2	21	22	18
	K3	19	20	22
Sai Kung	K1	31	31	30
	K2	27	33	32
	K3	21	23	23
Sha Tin	K1	25	27	28
	K2	22	24	24
	K3	16	17	23
Tai Po	K1	13	15	15
	K2	14	13	16
	K3	10	14	10
North	K1	8	8	1
	K2	11	7	5
	K3	8	8	4

<b>District</b>	<b>Grade</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Yuen Long	K1	31	34	31
	K2	34	28	33
	K3	34	30	29
Tuen Mun	K1	23	26	23
	K2	31	27	24
	K3	29	27	23
Tsuen Wan	K1	11	8	12
	K2	11	9	9
	K3	6	10	8
Kwai Tsing	K1	30	25	24
	K2	30	31	27
	K3	25	33	29
Islands	K1	24	28	26
	K2	25	27	27
	K3	23	26	23
<b>All districts</b>	<b>K1</b>	<b>414</b>	<b>415</b>	<b>419</b>
	<b>K2</b>	<b>433</b>	<b>423</b>	<b>422</b>
	<b>K3</b>	<b>378</b>	<b>388</b>	<b>375</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of students studying in kindergartens with non-Chinese speaking (NCS) students  
in the 2012/13, 2013/14 and 2014/15 school years**

School year	Number of kindergartens with NCS students	Total number of students	Number of NCS students	Percentage of NCS students among all students
2012/13	559	164 764	12 324	7.5%
2013/14	572	169 843	12 029	7.1%
2014/15	557	176 397	11 933	6.8%

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in kindergarten-cum-child care centres.
4. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

- End -

**CONTROLLING OFFICER'S REPLY****EDB425****(Question Serial No. 6881 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In point 34 of Programme (5) Other Educational Services and Subsidies, under Matters Requiring Special Attention in 2015–16, there is a new item stating “commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively” and the estimated funding is \$16,563,000.

How are the resources of this pilot plan allocated? How much of the funding will be used to provide services to non-Chinese speaking students? What are the specific objectives of the plan? How many non-governmental organisations/centres are expected to participate in it? In which districts will the plan be implemented? How many schools and students will participate in it? How long will it last for? How to monitor and assess the services?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 808)

Reply:

To enhance the readiness of non-Chinese speaking (NCS) students and students with specific learning difficulties (SpLD) for work and further studies, the Education Bureau (EDB) plans to commission non-governmental organisations, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year. The pilot projects aim to trial-run programmes that would enable these students to understand their personal strength, provide them with the knowledge about the different jobs and prepare them to enter the career world through authentic career-related experience. The programmes will be specially designed to assist NCS students to prepare for the cultural adaption and integration at work, and the students with SpLD to understand their strengths and overcome their difficulties through mentorship and job-shadowing. Practical guidelines on preparing these students for transition to work will be developed for parents, teachers and mentors. Since the pilot projects have yet to be commissioned, we are unable to advise on the number of participating non-governmental organisations and schools/students at the present stage. EDB is working on the details of the service requirement, and will monitor the progress of the pilot through meetings, on-site visits and reports to be submitted by the service provider(s).

- End -

**CONTROLLING OFFICER'S REPLY****EDB426****(Question Serial No. 6888)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Does the Government have any special support measures for cross-boundary students living in the Mainland? If yes, please list the respective measures, resource input, effectiveness indicators and number of services targets.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 815)

Reply:

Based on the annual survey conducted via schools on the number of students travelling daily across the boundary in the selected districts, the total number of cross-boundary students (CBS) attending schools in Hong Kong in the 2014/15 school year is 24 990. To facilitate CBS in commuting to and from schools every day, the Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using various land-based boundary control points (CP). These measures include allowing local school buses to gain access to the Lo Wu (LW) and Lok Ma Chau Spurline (LMCSL) CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the Lok Ma Chau (LMC), Man Kam To (MKT), Sha Tau Kok (STK) and Shenzhen Bay (SZB) CPs; implementing simplified clearance services at LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs. The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

**CONTROLLING OFFICER'S REPLY****EDB427****(Question Serial No. 6889)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

In recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Please provide the statistics on the number of Hong Kong students below:

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Kindergarten</b>									
K1									
K2									
K3									
<b>Primary</b>									
P1									
P2									
P3									
P4									
P5									
P6									
<b>Secondary</b>									
S1									
S2									
S3									
S4									
S5									
S6									
S7									

Asked by: Hon CHEUNG Kwok-che (Member Question No. 815)Reply:

The number of cross-boundary students (CBS) living in the Mainland but attending kindergartens (including kindergarten-cum-child care centres), primary and secondary schools in Hong Kong by class level from the 2010/11 to 2014/15 school years is as follows:

	2010/11	2011/12	2012/13	2013/14	2014/15
Kindergarten (including kindergarten-cum-child care centre)					
K1	1 400	2 098	2 551	3 252	3 654
K2	1 297	1 887	2 654	3 139	3 535
K3	1 089	1 723	2 249	2 895	3 175
Primary School					
P1	1 095	1 481	2 370	3 162	3 700
P2	852	989	1 418	2 241	2 981
P3	800	799	946	1 339	2 203
P4	688	786	738	949	1 331
P5	648	627	678	709	882
P6	492	594	599	681	677
Secondary School					
S1	453	465	578	611	696
S2	314	437	439	540	572
S3	293	328	427	452	542
S4	218	267	321	422	413
S5	210	182	226	275	379
S6	30	178	162	204	250
S7	20	24	NA	NA	NA

- Notes: (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class starting from the 2012/13 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB428****(Question Serial No. 6890)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

At present, a lot of cross-boundary students living in the Mainland travel to attend schools in Hong Kong every day. Please provide the number of cross-boundary students (with registered residential address in the Mainland) studying in the North District, Tai Po, Yuen Long, Tuen Mun and other districts by school category:

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
North District								
a. secondary school								
b. primary school								
c. kindergarten (including child care centre)								
Tai Po								
d. secondary school								
e. primary school								
f. kindergarten (including child care centre)								
Yuen Long								
g. secondary school								
h. primary school								
i. kindergarten (including child care centre)								
Tuen Mun								
j. secondary school								
k. primary school								
l. kindergarten (including child care centre)								
Shatin								
m. secondary school								
n. primary school								
o. kindergarten (including child care centre)								
Tsuen Wan								



p. secondary school								
q. primary school								
r. kindergarten (including child care centre)								
Kwai Tsing								
s. secondary school								
t. primary school								
u. kindergarten (including child care centre)								
Other Districts								
v. secondary school								
w. primary school								
x. kindergarten (including child care centre)								

Asked by: Hon CHEUNG Kwok-che (Member Question No. 816)

Reply:

The number of cross-boundary students (CBS) by district and by school level from the 2010/11 to 2014/15 school years is as follows:

	2010/11	2011/12	2012/13	2013/14	2014/15
<b>North:</b>					
a. Secondary School	1 205	1 432	1 569	1 782	1 995
b. Primary School	3 619	3 928	4 379	4 996	5 590
c. Kindergarten (including kindergarten-cum-child care centre)	2 787	3 677	4 281	4 908	5 379
<b>Tai Po:</b>					
d. Secondary School	139	182	255	335	406
e. Primary School	248	351	669	1 130	1 496
f. Kindergarten (including kindergarten-cum-child care centre)	29	67	190	340	391
<b>Yuen Long:</b>					
g. Secondary School	141	196	246	280	293
h. Primary School	513	625	1 012	1 590	2 609
i. Kindergarten (including kindergarten-cum-child care centre)	514	1 070	1 653	2 235	2 500
<b>Tuen Mun:</b>					
j. Secondary School	32	43	53	74	106
k. Primary School	158	305	578	1 181	1 712
l. Kindergarten (including kindergarten-cum-child care centre)	454	892	1 265	1 679	1 893
<b>Sha Tin:</b>					
m. Secondary School	21	26	25	30	49
n. Primary School	37	64	109	176	322
o. Kindergarten (including kindergarten-cum-child care centre)	2	1	2	25	51
<b>Tsuen Wan:</b>					
p. Secondary School	0	2	3	1	1

	2010/11	2011/12	2012/13	2013/14	2014/15
q. Primary School	0	0	0	1	1
r. Kindergarten (including kindergarten-cum-child care centre)	0	0	0	1	0
<b>Kwai Tsing:</b>					
s. Secondary School	0	0	2	2	0
t. Primary School	0	3	2	7	2
u. Kindergarten (including kindergarten-cum-child care centre)	0	1	34	44	80
<b>Other districts (Tung Chung and Wong Tai Sin):</b>					
v. Secondary School	NA	NA	0	0	2
w. Primary School	NA	NA	0	0	42
x. Kindergarten (including kindergarten-cum-child care centre)	NA	NA	29	54	70

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
  - (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
  - (3) "NA" indicates that no data were collected from schools in the districts in the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB429****(Question Serial No. 6912)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the additional funding to schools in support of life planning education in 2014-15, please inform this Committee:

1. What is the total expenditure on supporting life planning education? What is the difference between the total expenditure and the estimate of 2014-15?
2. What were the funds used for?
  - 2.1 What was the expenditure on employing additional teachers? How many additional teachers were employed?
  - 2.2 What was the expenditure on hiring outside services?

Asked by: Hon CHEUNG Kwok-che (Member Question No.839)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education for secondary students. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level. It aims to enhance the capacity of schools and their responsible teaching team so as to take forward comprehensive life planning education and career guidance services. Where circumstances allow, schools may then use the remainder of the Grant to enrich relevant school-based services for students to meet the specific needs of the students.

Schools have flexibility in using CLP Grant to achieve the intended objective. Hence, we do not readily have information on deployment of the Grant on employment of additional teachers or hiring outside services. Schools are required to keep a separate ledger account to record all the income and expenditure chargeable to the Grant and submit annual audited accounts to EDB in accordance with the prescribed format.

Apart from the provision of CLP Grant, EDB provides support to schools through advisory visits and provision of professional training for teachers and school personnel. The total expenditure for the provision of professional training and CLP Grant at the 2014 salary level for the 2014/15 school year is estimated to be \$266.4 million. Besides, EDB plans to commission non-governmental organisations, on a pilot basis, to organise work experience programmes for the non-Chinese speaking students and students with specific learning difficulties over a three-year period as from the 2015/16 school year. \$16.563 million has been earmarked for the pilot.

- End -

**CONTROLLING OFFICER'S REPLY****EDB430****(Question Serial No. 6916)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Government will subsidise on a pilot basis 1 000 students per cohort to pursue designated self-financing undergraduate programmes. For the first cohort, there will be 13 programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality. This scheme will cost \$960 million. What are the number of places for the respective undergraduate programmes? When will the first cohort of 1 000 students be graduated? What commitment do the students have to fulfil after graduation?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 843)

Reply:

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes and respective number of subsidised places are set out at **Annex**.

The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years). Generally speaking, students admitted in the 2015/16 academic year will start to graduate in 2019. There are no specific conditions attached to graduates of subsidised programmes under SSSDP.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80
	Health Care	Bachelor of Nursing with Honours in General Health Care	150
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30

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**CONTROLLING OFFICER'S REPLY****EDB431****(Question Serial No. 6972)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding self-financing post-secondary education, will the Administration advise this Committee:

- (1) of the number of meetings held in each year, the number of attendance of each meeting and the annual attendance rates of each member of the Committee on Self-financing Post-secondary Education in the past 2 years;
- (2) of the annual expenditure of the Committee on Self-financing Post-secondary Education in the past 2 years;
- (3) whether the Committee on Self-financing Post-secondary Education has plans to review the effectiveness of the good practices recommended in the report entitled "Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector"; if yes, of the details, if no, of the reasons;
- (4) of the details about the expenditures and work plans of the Committee on Self-financing Post-secondary Education for the coming year; and
- (5) whether the Administration has plans to set up a single quality assurance body for self-financing post-secondary education; if yes, of the details and timetable for setting up; if no, of the reasons for not setting up.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 713)

Reply:

(1) – (4)

The Committee on Self-financing Post-secondary Education (CSPE) was established on 1 April 2012 in response to the recommendation of the University Grants Committee (UGC)'s Report on Higher Education Review 2010. Comprising a total number of 15 members (including the Chairman) at present, CSPE serves as a useful platform for discussing macro and strategic issues of common interest to the sector, as well as promoting quality and good practices.

In 2013 and 2014, CSPE held a total of 6 meetings. An overview of the incumbent members' attendance rate in these two years is set out as follows:

Attendance rate	Number of members <sup>#</sup>
75% - 100%	9
50% - 74%	3
Below 50%	0

<sup>#</sup> Three members were appointed since 1 December 2014 and had not attended any meeting.

The Education Bureau (EDB) provides secretariat support to CSPE and the secretariat posts are part of the establishment of EDB. The service of these posts to CSPE is part and parcel of the officers' duties for the relevant subject areas. The related expenditure of the secretariat could not be identified separately as the

expenditure has been subsumed under the overall expenditure of EDB.

Since its establishment in 2012, CSPE is devoted to promoting the development of the sector and has been focusing on issues of interests to the self-financing post-secondary sector. There are two priority areas of work of the Committee, namely closer alignment and cooperation between the self-financing post-secondary institutions and the industries, and the enhancement of governance and quality assurance (QA) of the sector.

On the closer alignment between post-secondary institutions and industries to promote exchanges and collaboration, CSPE organised the “Seminar on Closer Alignment between Post-secondary Education Institutions and Industries” on 30 October 2013 to serve as a catalyst to promote exchanges between institutions and industries in broadening opportunities for young people, and improving their employability and nurturing talents for the social and economic development of Hong Kong. To sustain the momentum, follow-up actions such as stock-taking of the current situation through a questionnaire survey for post-secondary institutions, focus group meetings with post-secondary graduates, sharing of good practices by post-secondary institutions and an industry-specific survey on the performance of sub-degree and degree graduates have been or are being conducted.

In order to further promote the enhancement of governance and QA of the sector, CSPE has earlier engaged an external consultant to conduct a Consultancy Study on “Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector”, with a view to developing a code of good practices for further advancing the development of the sector. The Report of the Consultancy Study was published in August 2014. The full report and the executive summary have been uploaded onto the Concourse website for access by the public. Based on the findings of the Report, CSPE has conducted public consultation to gauge the views of stakeholders and the public on the proposed code with a view to promulgating it in the first half of 2015.

(5)

While the Government is open-minded about the idea of a single QA body, we are of the view that a credible QA mechanism should include an element of external overview and have been implementing incremental administrative measures to enhance the QA mechanism –

- (a) The Government has replaced the Tripartite Liaison Committee (comprising EDB, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and Joint Quality Review Committee) with the Liaison Committee on Quality Assurance (LCQA) by engaging Quality Assurance Council under UGC. The goals of LCQA are to promote sharing of good practices among all the QA bodies and enhance consistency and transparency so as to enhance accountability;
- (b) As stated in its response to the UGC’s Report on Higher Education Review, the Government considers that periodic external audits and reviews should be conducted on community colleges or self-financing sub-degree operations under the aegis of UGC-funded institutions so as to enhance QA and ensure consistency and coherence in standards. To this end, a working group involving UGC, UGC-funded institutions, HKCAAVQ and EDB has been established to plan for and oversee the implementation details; and
- (c) In connection with (b), EDB has stipulated under the Sixth Matching Grant Scheme launched in August 2012 that UGC-funded institutions would need to undertake that their sub-degree operations benefitting from this Scheme should be subject to periodic external quality audits in future. UGC-funded institutions participating in Land Grant Scheme, Start-up Loan Scheme and Quality Enhancement Support Scheme under the Self-financing Post-secondary Education Fund starting from mid-2012 have also been required to make a similar undertaking.

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**CONTROLLING OFFICER'S REPLY**

**EDB432**

**(Question Serial No. 6977)**

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

Regarding local self-financing sub-degree and degree programmes, will the Education Bureau provide information on the intake places, total enrolment and average annual tuition fee of full-time locally-accredited self-financing sub-degree and degree programmes by institution from the 2012/13 to 2014/15 academic years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 718)

Reply:

On the basis of information provided by institutions, the number of estimated intakes, total enrolment as well as the average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes by institution for the 2012/13 to 2014/15 academic years are set out at Annex.



**Estimated Intakes, Enrolment and Annual Average Tuition Fee of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes  
by Institution from the 2012/13 Academic Year to the 2014/15 Academic Year**

Institution	2012/13 Academic Year						2013/14 Academic Year						2014/15 Academic Year					
	Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment <sup>[1]</sup>		Annual Average Tuition Fee (\$)	
	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate
Caritas Bianchi College of Careers	340	-	493	-	49,045 - 53,840	-	400	-	394	-	51,015 - 56,540	-	290	-	373	-	51,800 - 57,705	-
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	60	-	35	-	48,500	-
Caritas Institute of Higher Education	360	480	588	70	49,045 - 52,750	57,230	400	360	544	73	51,015 - 55,390	60,095 - 61,903	340	660	419	182	51,800 - 56,235	64,023 - 89,100
Centennial College	-	400	-	231	-	87,000	-	240	-	341	-	87,000	-	320	-	421	-	87,000
Chu Hai College of Higher Education	-	1 450	5	1 770	-	55,000	-	725	1	1 663	-	53,429 - 61,500	-	880	-	1 670	-	65,000 - 65,833
City University of Hong Kong - Community College of City University	3 525	-	6 682	2	47,250 - 56,250	-	3 500	-	6 591	1	47,250 - 56,250	-	3 600	-	5 485	1	47,250 - 56,250	-
Hang Seng Management College	200	1 295	432	2 607	45,000	63,500	140	801	410	3 260	48,000	66,500	140	1 513	206	4 182	49,500	69,000
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	64,750
HKU SPACE Po Leung Kuk Community College	1 591	-	4 382	-	51,150	-	2 040	-	3 783	-	52,500	-	2 000	-	2 371	-	52,500	-
Hong Kong Adventist College	40	-	1	-	39,600	-	40	-	1	-	-	-	-	-	-	-	-	-
Hong Kong Art School <sup>[3]</sup>	55	65	133	68	43,000	77,522	55	65	128	126	45,000	81,400	80	65	111	101	46,500	81,400
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	5 051	-	48,750 - 58,720	-	2 055	-	4 496	-	48,750 - 66,978	-	1 957	120	3 533	134	47,250 - 55,000	58,720
Hong Kong College of Technology	945	-	829	-	41,000 - 49,480	-	1 030	-	864	-	43,740 - 51,600	-	1 005	-	665	-	47,100 - 54,120	-
Hong Kong Institute of Technology	460	140	977	461	35,800	42,120 - 45,000	662	210	1 063	111	37,400	45,000	300	250	589	568	42,000	57,533
Hong Kong Nang Yan College of Higher	300	-	12	-	38,000	-	300	-	29	-	38,000	-	90	120	20	7	38,000	60,000

Institution	2012/13 Academic Year						2013/14 Academic Year						2014/15 Academic Year					
	Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment <sup>[1]</sup>		Annual Average Tuition Fee (\$)	
	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate
Education																		
Hong Kong Shue Yan University	-	1 314	-	4 868	-	55,000	-	1 500	-	5 156	-	55,000	-	1 323	-	5 119	-	60,000
Kaplan Business and Accountancy School	160	-	14	-	48,000	-	-	-	14	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	5 152	-	43,800 - 50,000	-	2 000	-	4 530	-	43,800 - 50,000	-	1 665	-	1 684	-	43,800 - 50,000	-
Pui Ching Academy	120	-	-	-	39,000	-	150	-	3	-	41,000	-	260	-	3	-	41,000 - 44,000	-
Sacred Heart Canossian College of Commerce	160	-	223	-	43,700	-	-	-	92	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	-	228	-	297	-	266,939	-	175	-	492	-	279,755	-	225	-	577	-	282,215
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	3 666	-	42,000 - 49,150	-	1 650	-	2 814	-	45,225 - 49,810	-	1 500	-	2 197	-	45,140 - 57,375	-
The Hong Kong Institute of Education	285	271	635	618	41,800 - 46,800	72,000 - 77,500	250	355	448	891	48,100	72,000 - 80,000	226	380	361	1 004	48,100 - 65,000	72,000 - 84,000
The Hong Kong Polytechnic University - Hong Kong Community College	4 500	-	8 371	11	49,200 - 54,120	-	4 000	-	7 685	-	50,400 - 55,440	-	4 000	-	6 786	-	50,400 - 55,440	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	45	-	41	-	\$247,759
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	420	1 353	981	4092	43,000 - 55,800	49,600 - 62,000	740	371	1 120	4 664	45,000 - 66,365	52,000 - 65,000	1 035	1 796	1 426	5 342	48,000 - 72,700	54,600 - 68,250
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	-	8 392	12	52,500 - 62,000	57,200	4 220	50	7 289	64	52,500 - 72,000	59,200	4 220	50	5 508	164	52,500 - 72,000	48,000
Tung Wah College	250	710	522	495	52,500 - 79,200	66,000 - 99,200	300	710	472	907	52,500 - 79,200	66,000 - 108,800	200	710	264	1 145	52,500 - 76,250	66,000 - 108,800
Vocational Training	5 510	210	10 242	268	46,500 -	66,150 -	5 056	495	9 120	760	46,500 -	66,150 -	3 740	660	7 551	1381	48,600 -	66,000 -

Institution	2012/13 Academic Year						2013/14 Academic Year						2014/15 Academic Year					
	Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment <sup>[1]</sup>		Annual Average Tuition Fee (\$)	
	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate	Sub-degree <sup>[2]</sup>	Under-graduate
Council					47,750	75,900					47,750	75,900					49,800	79,200
Yew Chung Community College	220	-	70	-	53,550	-	420	-	92	-	60,500	-	180	-	104	-	63,150 - 63,650	-
YMCA College of Careers	105	-	48	-	43,000	-	40	-	63	-	44,250	-	90	-	52	-	46,000	-

**Notes:**

[1] Denotes the provisional figures as at end December 2014. The final actual enrolment may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there was no student intake for part-time programmes.

“-” Denotes no relevant programmes were offered.

--END--

**CONTROLLING OFFICER'S REPLY**

**EDB433**

**(Question Serial No. 6987)**

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

What was the staffing (including the numbers of warden, deputy warden, houseparent-in-charge, house-parent, programme worker, janitor in the boarding section, registered nurse, enrolled nurse, clerical assistant, cook, caretaker) of the boarding section of the following schools for children with moderate intellectual disability (including the Hong Chi Morningjoy School, Yuen Long, Po Leung Kuk Yu Lee Mo Fan Memorial School, Caritas Lok Jun School, TWGHs Kwan Fong Kai Chi School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)? What were the ratios of the boarding section staff to boarders?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 888)

Reply:

The staff establishment and the staff to boarder ratio of the boarding section of schools for children with moderate intellectual disability from the 2010/11 to 2014/15 school years are set out in the Appendix.

**I. The staff establishment of the boarding section of schools for children with moderate intellectual disability from the 2010/11 to 2014/15 school years**

	2010/11 School Year		2011/12 School Year		2012/13 School Year		2013/14 School Year		2014/15 School Year	
	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff	Specialist Staff	Non-specialist Staff
Number of Staff	95	57	95	58	98	59	98	59	102	66.3

*Remarks:*

1. *Specialist staff includes nurse, warden, assistant warden, houseparent-in-charge, houseparent and programme worker.*

2. *Non-specialist staff includes clerical assistant, janitor staff, cook and watchman.*

3. *Apart from the four schools mentioned in the question, one school for children with mild and moderate intellectual disability with a boarding section is also included.*

**II. The staff to boarder ratio of the boarding section of schools for children with moderate intellectual disability from the 2010/11 to 2014/15 school years**

2010/11 School Year	2011/12 School Year	2012/13 School Year	2013/14 School Year	2014/15 School Year
1:3.1	1:3.1	1:3.1	1:3.1	1:3.0

*Remarks:*

1. *Only specialist staff is included in the staff to boarder ratio.*

2. *Apart from the four schools mentioned in the question, one school for children with mild and moderate intellectual disability with a boarding section is also included.*

- End -

**CONTROLLING OFFICER'S REPLY****EDB434****(Question Serial No. 6988)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the numbers of school bus drivers in schools for children with moderate intellectual disability (including the Hong Chi Morningjoy School, Yuen Long, Po Leung Kuk Yu Lee Mo Fan Memorial School, Po Leung Kuk Anita L. L. Chan (Centenary) School, Rhenish Church Grace School, Evangelize China Fellowship Holy Word School, Caritas Lok Jun School, Caritas Resurrection School, Hong Chi Pinehill School, HKSYP&IA Chan Nam Chong Memorial School, Hong Chi Morninglight School, Yuen Long, Tseung Kwan O Pui Chi School, TWGHs Kwan Fong Kai Chi School, Hong Chi Morninglight School, Tuen Mun, Jockey Club Hong Chi School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 894)

Reply:

From the 2010/11 to 2014/15 school years, the number of motor drivers provided in the establishment of the schools for children with moderate intellectual disability is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Number of motor drivers	23	27	27	29	32

- End -

**CONTROLLING OFFICER'S REPLY****EDB435****(Question Serial No. 6989)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of boarding places and boarders in schools for children with moderate intellectual disability (including the Hong Chi Morningjoy School, Yuen Long, Po Leung Kuk Yu Lee Mo Fan Memorial School, Caritas Lok Jun School, TWGHs Kwan Fong Kai Chi School) in the past 5 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15)? What were the respective numbers of the 5-day and 7-day boarding places in the two schools?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 893)

Reply:

The number of 5-day and 7-day boarding places and boarders in schools for children with moderate intellectual disability from the 2010/11 to 2014/15 school years is as follows:

School year		2010/11	2011/12	2012/13	2013/14	2014/15
Boarding places	5-day	163	154	152	150	150
	7-day	138	148	155	157	157
Boarders	5-day	158	147	150	147	150
	7-day	136	148	154	157	157

## Notes:

1. Figures as at September of the respective school years.
2. Apart from the schools mentioned in the question, one school for children with mild and moderate intellectual disability with a boarding section is included.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB436**

**(Question Serial No. 4672)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

It is indicated at paragraph 29 that the Bureau “provides them (new immigrant children and young people) with Induction Programmes through non-governmental organisations”. Please inform this Committee of the non-governmental organisations which are providing the related services.

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 168)

Reply:

A list of non-governmental organisations providing the Induction Programmes for newly-arrived children and young people in 2014-15 is at the Appendix.



**Non-governmental Organisations providing the Induction Programmes  
for Newly-arrived Children and Young People in 2014-15**

1. Aberdeen Kai-fong Welfare Association Social Service Centre
2. Asian Outreach Hong Kong Limited
3. Caritas - Hong Kong
4. Chinese Young Men's Christian Association of Hong Kong
5. Christian & Missionary Alliance Church Union Hong Kong Limited
6. Christian Action
7. Evangelical Lutheran Church Social Service - Hong Kong
8. H.K.S.K.H. Lady MacLehose Centre
9. Hong Kong - Macao Conference of Seventh-day Adventists
10. Hong Kong Christian Service
11. Hong Kong Lutheran Social Service
12. Hong Kong Sheng Kung Hui Welfare Council Limited
13. International Social Service (Hong Kong Branch)
14. Kwun Tong Methodist Social Service
15. Lam Tin Estate Kai Fong Welfare Association Limited
16. Lok Kwan Social Service
17. Mission To New Arrivals Limited
18. New Home Association Limited
19. Pentecostal Church of Hong Kong
20. S.K.H. Holy Carpenter Church Community Centre
21. The Church of United Brethren in Christ, Hong Kong Limited
22. The Free Methodist Church of Hong Kong
23. The Kowloon City Christians' Church
24. The Mongkok Kai-fong Association Limited
25. The Salvation Army
26. Windshield Charitable Foundation
27. Yan Oi Tong Limited

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB437**

**(Question Serial No. 4674)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

The Bureau mentioned in paragraph 34 that it will “provide financial and professional support to local public sector and Direct Subsidy Scheme schools having formed sister school with schools in the Mainland”. Please advise this Committee of:

- (a) the form of financial support and the amount of subsidy for each school;
- (b) the specific work of the professional support;
- (c) the expenditure and manpower earmarked for the scheme.

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 172)

Reply:

Subject to the approval of the Finance Committee, the Education Bureau plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. We will provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB438**

**(Question Serial No. 4678)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the Administration provide this Committee with the following information on the Mainland University Study Subsidy Scheme:

- (a) the number of applications received and approved and the amount of grants awarded; and
- (b) the methods it uses to ensure the correctness of the income proof submitted by applicants?

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 176)

Reply:

- (a) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions ("Admission Scheme"). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. The MUSSS will benefit three cohorts of students starting from the 2014/15 academic year (i.e. those entering the first year of undergraduate studies in the 2014/15, 2015/16 and 2016/17 academic years) and then its effectiveness will be reviewed. Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy of \$15,000 per year and the remaining 111 to receive the half-rate subsidy of \$7,500 per year.
- (b) Applicants of the MUSSS are required to declare in their applications that the information provided in the applications is true, complete and accurate. Authentication of applications will be conducted to verify whether the information provided therein is true, complete and accurate. Any misrepresentation, concealment of facts, provision of misleading or false information or intentional obstruction of the relevant officers in their course of authentication will lead to disqualification, restitution in full of the assistance granted and possible prosecution.

- End -

**CONTROLLING OFFICER'S REPLY****EDB439****(Question Serial No. 4679)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the records management work of the Education Bureau and the departments under its purview in the past year:

1. Please provide information on the number and rank of officers designated to perform records management work. If there is no officer designated for such work, please provide information on the number of officers and the hours of work involved in records management duties, and the records management duties they have to undertake;

2. Please list in the table below information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal;

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)

3. Please list in the table below information on programme and administrative records which have been transferred to the GRS for retention;

Category of records	Years covered by the records	Number and linear metres of records	Years in which the records were transferred to the GRS	Number of years of retention of the records as appraised by the GRS	Are they confidential documents

4. Please list in the table below information on records which have been approved for destruction by the GRS.

Category of records	Name of records	Years covered by the records	Number and linear metres of records	Years in which the records were transferred to the GRS	Number of years of retention of the records as appraised by the GRS	Are they confidential documents

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 177)

Reply:

The required information regarding records management work of the Education Bureau and the departments under its purview, i.e. the previous Student Financial Assistance Agency\* and University Grants Committee Secretariat, in 2014 are set out in Annexes A to C respectively.

\* Education Bureau has become the housekeeping bureau of the Working Family and Student Financial Assistance Agency (the Agency) upon its establishment on 1 March 2015. The Agency comprises two arms, namely the Student Finance Office (renamed from the previous Student Financial Assistance Agency, which was under Education Bureau before 1 March 2015) and the Working Family Allowance Office.

**Information regarding records management work of Education Bureau**

1. Information on officers performing records management work in 2014 is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at senior professional officer level, assisted by 15 Assistant Departmental Records Managers (ADRM)s at professional officer level, had been designated to establish and implement a comprehensive departmental records management programme for the Bureau. A directorate officer had also been designated to oversee the subject.

During 2014, around 345 staff members involving managerial, executive, clerical and secretarial officers in various divisions of the Bureau were engaged in records management duties and among them, 18 clerical and secretarial staff members were fully deployed on such duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal in 2014 is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>	<b>For records that have not been transferred, what is/are the reason(s)</b>
Programme records	1968 - 2014	1 158 records and 13.82 linear metres	1 year to 30 years	4 records are confidential documents	Pending expiry of the retention period as specified in GRS' approved disposal schedules
Administrative records	1971 - 2014	561 records and 28.15 linear metres	2 years to 13 years	8 records are confidential documents	Pending expiry of the retention period as specified in General Administrative Records Disposal Schedules issued by GRS

3. Information on programme and administrative records which have been transferred to the GRS for retention in 2014 is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	-	Nil	-	-	-
Administrative records	2006 - 2010	1 record and 0.05 linear metre	2014	3	No

4. Information on records which have been approved for destruction by the GRS in 2014 is as follows:

<b>Category of records</b>	<b>Name of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	See Appendix to Annex A	1952 - 2013	8 190 records and 162.38 linear metres	2013 - 2014	1 year to 15 years	98 records are confidential documents
Administrative records	- ditto -	1957 - 2012	53 721 records and 287.54 linear metres	2012 - 2014	1 year to 7 years	4 records are confidential documents

**Records Approved for Destruction by the GRS in 2014**

**Education Bureau**

**Programme Records (by Records Series Title in GRS' approved disposal schedules)**

- Files Relating to Visits (External Liaison Section)
- Community Youth Club (School activities)
- Files relating to the Professional Development Portfolios of Aspiring Principals/ Newly-appointed Principals
- Case Records (Case records relating to Student Assessment and Counselling)
- Files Relating to School Administration
- Sectional General Administrative Files
- School Administration & Operation : General Correspondence
- School Administration & Operation Subject : Timetables & Syllabuses
- Case files relating to dropout students
- Files relating to referrals & handling of dropouts
- Files relating to Committees on Curriculum Development of English Language Education
- Files relating to Laboratories & Science Activities
- Files relating to Laboratories & Science Activities (Science Competition / Science Activities)
- Files relating to Projects on English Language Learning and Teaching
- File related to Correspondence and Enquiry on English Language Education
- Files relating to SCOLAR-related (Standing Committee on Language Education and Research) issues on English Language Education
- Files relating to Survey / Evaluation on English Language Curricula
- Correspondence Files Relating to English Language Support
- Correspondences Files Relating to Chinese Language Support
- Files relating to Chinese Language Professional Development Activities
- Files relating to English Language Professional Development Activities
- Files relating to school projects
- Case files relating to Application for Mortgage Interest Subsidy Scheme

**Administrative Records (by Subject Group in the General Administrative Records Disposal Schedules issued by GRS)**

- Accidents
- Acts And Legislation
- Associations and Clubs
- Campaigns and Canvassing
- Ceremonies and Celebrations
- Charity
- Circular and Directives
- Committees, Councils and Commissions
- Community Health and Safety
- Community Services
- Complaints
- Conferences and Seminars
- Corporations and Firms
- Elections
- Emergency Planning
- Environment Management
- Gifts and Donations
- Legal Matters
- Licences, Passes and Permits



- Management Services
- Office Services
- Organisation
- Plans and Programme
- Report and Statistics
- Reports and Statistics – Monthly
- Reports and Statistics Quarterly
- Transportation
- Visit and Tours
- Accommodation
- Accommodation – Acquisition and Disposal
- Accommodation – Fitting Out
- Accommodation – Security
- Communication Systems – Installation and Disposal
- Equipment, Supplies and Services
- Audiovisual and Photographic Equipment and Supplies
- Catalogues, Manuals and Price Lists
- Computer Equipment & Supplies
- Furniture and Furnishings
- Office Machine and Equipment
- Printing
- Recreational Equipment and Supplies
- Security Equipment and Supplies
- Stationery
- Vehicles
- Finance and Accounting
- Accounts and Accounting
- Expenditure
- Revenue
- Advances
- Allowances
- Banks and Banking
- Budgets
- Claims
- Expenditure Control
- Fees & Charges
- Grants and Funds
- Insurance
- Pension
- Returns and Statements
- Salaries
- Appointment & Posting
- Awards and Honours
- Conduct & Discipline
- Employment and Recruitment
- Establishment
- Health And Safety
- Hours of Work and Overtime
- Human Resources Planning
- Leave and Authorised Absence
- Performance & Appraisal
- Promotions and Examinations
- Recreation and Welfare
- Staff Relations
- Staff Relations - Union
- Staff Security / Integrity check
- Termination of Service
- Training & Development

- Access
- Archives
- Information Technology and Computer Systems
- Information Services
- Information Services - Advertising
- Information Services - Audiovisual Aids
- Information Services - Books and Publications
- Information Services - Exhibitions
- Information Services - Press Clippings
- Information Services - Press Conferences and Releases
- Library Services
- Information Management and Records Management
- Personal Files for civil servants who not have reached the level of Head of bureau/department or hold a statutory position or are appointed by the Chief Executive
- Recruitment records relating to unsuccessful applicants
- Recruitment records relating to waitlisted applicants
- Personal files for non-civil service contract staff of officers other than head of bureau / department
- Personal Files for Non-Civil Service Contract Staff / Government Employees other than Civil Servants – files of officers who have not reached the level of Head of Bureau / Department

**Information regarding records management work of  
the previous Student Financial Assistance Agency (SFAA)**

1. Information on officers performing records management work in 2014 is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at senior professional officer level, assisted by an Assistant Departmental Records Manager (ADRM) at professional officer level, had been designated to establish and implement a comprehensive departmental records management programme for the previous SFAA. A directorate officer had also been designated to oversee the subject.

During 2014, around 121 staff members involving managerial, executive, clerical and secretarial officers in the previous SFAA were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal in 2014 is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>	<b>For records that have not been transferred, what is/are the reason(s)</b>
Programme records	-	Nil	-	-	-
Administrative records	-	Nil	-	-	-

3. Information on programme and administrative records which have been transferred to the GRS for retention in 2014 is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	-	Nil	-	-	-
Administrative records	1999 - 2011	1 record and 0.03 linear metre	2014	3	No

4. Information on records which have been approved for destruction by the GRS in 2014 is as follows:

<b>Category of records</b>	<b>Name of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	See Appendix to Annex B	1998 - 2013	849 693 records and 1 355.88 linear metres	2006 - 2014	1 year to 8 years	No
Administrative records	- ditto -	1987 - 2011	122 records and 5.86 linear metres	N/A	2 years to 4 years	No

**Records Approved for Destruction by the GRS in 2014**  
**the previous Student Financial Assistance Agency (SFAA)**

**Programme Records (by Records Series Title in GRS' approved disposal schedules)**

- Records relating to applications for Student Financial Assistance Schemes (Undertaking of repayment of loan of approved post-secondary college)
- Application Files for Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)
- Application Forms for Non-means-tested Loan Scheme for Full Time Students of Publicly-funded post secondary programmes
- Applications for Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)
  
- Files relating to application processing of the Non-means-tested Loan Scheme for Full-time Students of Publicly-funded Post-secondary Programmes
- Files relating to NLSPS
- Files relating to Application Processing of the Extended Non-means-tested Loan Scheme
- Payment Records Relating to Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)
- Correspondence with Education Bureau Relating to Changes of KCFRS
- School Files and Cases Records Relating to KCFRS applications and Unsent Letters
- Correspondence with SWD and Miscellaneous Documents Relating to KCFRS
- Special and Appeal Cases, Overpayment/Underpayment and Payment of KCFRS
- Case Records Relating to Pre-primary Education Voucher Scheme
- Demand Notes Stubs
- Files Relating to Student Loan Accounts
- Computer Reports Relating to Student Loan Accounts
- Files relating to Authentication Team Home Visit Report
- Records relating to applications for Government Matriculation Maintenance Grant (successful)
- Records relating to applications for Government Matriculation Maintenance Grant (unsuccessful)
- Unsuccessful Applications relating to Sir Edward Youde Memorial Awards
- Subject Files Relating to Extended Non-means-tested Loan Scheme (Payment Unit)
- Case files relating to Application for Financial Assistance Scheme for Post-secondary Students
- Case files (Application by Family)
- Case files (Application by Scheme)

**Administrative Records (by Subject Group in the General Administrative Records Disposal Schedules issued by GRS)**

- Ceremonies and Celebrations
- Circulars and Directives
- Committees, Councils, Commissions
- Gifts and Donations
- Official Languages
- Reports and Statistics
- Accommodation - Building Management
- Accommodation
- Computer Equipment and Supplies
- Furniture and Furnishings
- Office Machines and Equipment
- Stationery
- Finance
- Expenditure
- Accounts Receivable

- Allowances
- Audits
- Budgets
- Claims
- Returns and Statements
- Salaries
- Appointments and Posting
- Employment and Recruitment
- Establishment
- Routine Hours of Work and Overtime
- Human Resources Planning
- Performance Appraisal
- Recreation and Welfare
- Routine Training and Development
- Access
- Electronic Data Processing Management
- Information Services
- Information Services – Books and Publications
- Records Management

### **Information regarding records management work of University Grants Committee Secretariat**

1. Information on officers performing records management work in 2014 is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at professional officer level, assisted by an Assistant Departmental Records Manager (ADRM) at officer level, had been designated to establish and implement a comprehensive departmental records management programme for the Secretariat. A directorate officer had also been designated to oversee the subject.

During 2014, around 20 staff members involving managerial, executive, clerical and secretarial officers in the Secretariat were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal in 2014 is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>	<b>For records that have not been transferred, what is/are the reason(s)</b>
Programme records	1993 - 2014	270 records and 13.50 linear metres	10 years to 20 years	18 records are confidential documents	Pending expiry of the retention period as specified in GRS' approved disposal schedules
Administrative records	2012 - 2014	50 records and 2.50 linear metres	1 year to 7 years	1 record is confidential document	Pending expiry of the retention period as specified in General Administrative Records Disposal Schedules issued by GRS

3. Information on programme and administrative records which have been transferred to the GRS for retention in 2014 is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	-	Nil	-	-	-
Administrative records	-	Nil	-	-	-

4. Information on records which have been approved for destruction by the GRS in 2014 is as follows:

<b>Category of records</b>	<b>Name of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	-	-	Nil	-	-	-
Administrative records	-	-	Nil	-	-	-

- End -



**CONTROLLING OFFICER'S REPLY****EDB440****(Question Serial No. 4680)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (-) Not SpecifiedControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. Regarding the expenses on entertainment and gifts of your bureau and the departments under its purview in 2013-14 and 2014-15, please provide details using the table below:

Bureau/ branch/ department and year	Estimated expenses on entertainment and gifts in the year	Actual expenses on entertainment and gifts in the year	Cap on entertainment expenses (including beverages) per head for the year	Cap on gift expenses per guest for the year	Number of receptions held and total number of guests entertained in the year

2. Regarding the expenses on entertainment and gifts of your bureau and the departments under its purview in 2014-15, please provide details using the table below:

Bureau/ branch/ department	Date of reception (day/ month/ year)	Departments/ organisations and titles of the guests entertained (grouped by department/ organisation and indicating the number of guests)	Food expenses incurred in the reception	Beverage expenses incurred in the reception	Gift expenses incurred in the reception	Venue of the reception (department office/ restaurant in government facilities/ private restaurant/ others (please specify))

3. Please provide the estimated expenses on entertainment and gifts for 2015-16 using the table below:

Bureau/ branch/ department	Estimated provision for expenses on entertainment and gifts	Cap on entertainment expenses per guest	Cap on gift expenses per guest

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 178)

Reply:

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of meals for official purposes. They are required to exercise prudent judgement and economy in order to avoid any public perception of extravagance and act in accordance with the relevant regulations and administrative guidelines. According to the existing guidelines, the expenditure on official meals should not exceed \$450 per person for lunch or \$600 per person for dinner, inclusive of all expenses incurred on food and beverages consumed on the occasion, service charges and tips. Education Bureau, University Grants Committee Secretariat and the Working Family and Student Financial Assistance Agency \* follow the same principles and guidelines on official entertainment. In 2013-14 and 2014-15 (as at 28 February 2015), the actual expenses on official entertainment incurred by Education Bureau were \$558,244 and \$496,092 respectively and the estimated expenditure for 2015-16 is \$735,000. The actual expenses on official entertainment incurred by the University Grants Committee Secretariat were \$443,214 and \$487,157 in 2013-14 and 2014-15 (as at 28 February 2015) respectively and the estimated expenditure for 2015-16 is \$917,000. The actual expenses on official entertainment incurred by the then Student Financial Assistance Agency were \$15,229 and \$5,790 in 2013-14 and 2014-15 (as at 28 February 2015) respectively and the estimated expenditure of the Working Family and Student Financial Assistance Agency for 2015-16 is \$72,000.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines, where bestowal of gifts or souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

\* Education Bureau has become the housekeeping bureau of the Working Family and Student Financial Assistance Agency (the Agency) upon its establishment on 1 March 2015. The Agency comprises two arms, namely the Student Finance Office (renamed from the previous Student Financial Assistance Agency, which was under Education Bureau before 1 March 2015) and the Working Family Allowance Office.

- End -

**CONTROLLING OFFICER'S REPLY****EDB441****(Question Serial No. 4681)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the studies (if any) conducted by the Education Bureau and the departments under its purview for the purpose of formulating and assessing policies, please provide information in the following format.

- (a) Using the table below, please provide information on studies on public policy and strategic public policy for which funds had been allocated in the past 2 financial years (2013-14 and 2014-15):

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/in progress/completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
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- (b) Are there any projects for which funds have been reserved for conducting in-house studies this year (2015-2016)? If yes, please provide the following information:

Title, content and objective of project	Start date	Progress of studies (under planning/in progress/completed)	The Administration's follow-ups to the study report and the progress (if any)	For studies that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
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- (c) Are there any projects for which funds have been reserved for conducting consultancy studies this year (2015-2016)? If yes, please provide the following information:

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/in progress/completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
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- (d) What are the criteria for considering the award of consultancy projects to the research institutions concerned?

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 179)

Reply:

(a) The studies for which funds have been allocated from 2013-2014 to 2014-15 are as follows –

(i) Studies commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
East China Normal University	Others (by quotation)	Impact Study on Quality Review  To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.	850,000	June 2010	Completed (May 2013)	The findings have been used as reference in enhancing the second cycle of the Quality Review.	The executive summary was uploaded to the website of the Education Bureau in May 2013.
Learning Files Ltd.	Others (by quotation)	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	749,700	November 2010	Completed (June 2014)	The findings have been used as reference for continuous improvement to the SDA framework.	The final report (English version) and the executive summary (Chinese version) were uploaded to the website of the Education Bureau in August 2014.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Centre for Information Technology in Education of The University of Hong Kong	Others (by quotation)	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 1)</p> <p>To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools.</p> <p>To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.</p>	1,299,375	September 2011	Completed (February 2015)	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	The executive summary will be uploaded to the website of the Education Bureau by June 2015.
Policy 21 Limited	Others (by quotation)	<p>Analytical Study on "Free" Kindergarten Education</p> <p>To review and consolidate stakeholders' views and analyse issues relating to the provision of free kindergarten education.</p>	496,000	March 2013	Completed (March 2015)	The findings have been provided as reference for the Committee on Free Kindergarten Education to study how to practicably implement free and quality kindergarten education.	The findings have been provided to the Committee on Free Kindergarten Education for reference.
The Department of Mathematics and Information Technology of The Hong Kong Institute of Education	Others (by quotation)	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)</p> <p>To conduct in-depth case studies with qualitative analysis.</p> <p>To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.</p>	\$1,428,000	May 2013	Completed (February 2015)	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	The executive summary will be uploaded to the website of the Education Bureau by June 2015.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Institute of Vocational Education (Sha Tin)	Others (by quotation)	<p>Survey of Laboratory Technicians in Secondary Schools (2013-14)</p> <p>To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.</p>	391,950	July 2013	Completed (September 2014)	The findings will be used as reference for reviewing the manning scale of laboratory technicians.	The summary of the findings will be uploaded to the website of the Education Bureau in April 2015.
Policy 21 Limited	Others (by quotation)	<p>Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector</p> <p>To identify major development and models of good practices on governance and quality assurance for the operation of self-financing post-secondary programmes from the local, regional and international perspectives.</p>	520,000	August 2013	Completed (August 2014)	The findings were considered by the Committee on Self-financing Post-secondary Education.	The study report was released and uploaded to the Concourse website (www.cspe.edu.hk) in August 2014.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Shue Yan University	Others (by quotation)	<p>"Project on the Development of Policy and Principles for Credit Accumulation and Transfer (CAT) under the Qualifications Framework (QF)"</p> <p>To develop the policy and principles for implementing CAT under the QF.</p>	600,000	November 2013	Completed (June 2014)	The policy and principles developed were promulgated in July 2014.	The policy and principles developed were promulgated at a press conference and are available online.
Mike Coles Limited	Others (by quotation)	<p>"Feasibility Study on validation of Non-formal and Informal Learning (NFIL) under Hong Kong Qualifications Framework (HKQF)"</p> <p>To formulate a set of territory-wide principles and guidelines on the validation of NFIL for adoption by QF stakeholders in Hong Kong.</p>	420,000	January 2014	Completed (June 2014)	The findings have been used as reference in considering how to validate NFIL under HKQF.	Not applicable as findings of the study are for internal reference only.
The Chinese University of Hong Kong	Others (by quotation)	<p>Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students</p> <p>To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.</p>	184,000	February 2014	Completed (September 2014)	The advice of the consultancy is being considered by the Administration in formulating data collection methods and/or further research projects to improve support measures for NCS students in respect of the learning of Chinese.	The research findings are mainly for internal reference.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Consumer Search Hong Kong Ltd.	Others (by quotation)	<p>"Focus group interviews for promotion of vocational education and identification of workplace skills for post-secondary education"</p> <p>(i) To measure the perception of vocational education of different stakeholders and identify effective means to promote vocational education; and</p> <p>(ii) To identify essential skills required in the workplace that can be incorporated in the curriculum design of post-secondary education programmes.</p>	398,000	June 2014	Completed (November 2014)	Findings on workplace skills for post-secondary education were shared with post-secondary institutions. Findings on promotion of vocational education were considered by the Task Force on Promotion of Vocational Education.	Summary of the findings on workplace skills for post-secondary education has been uploaded to the Concourse website (www.cspe.edu.hk). Findings on promotion of vocational education will be incorporated into the Report of the Task Force on Promotion of Vocational Education.
BARRIE HO Architecture Interiors Limited	Others (by quotation)	<p>Consultancy Study on Accommodation Requirements for Kindergartens</p> <p>To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.</p>	300,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Not applicable as the study has not been completed.
CBRE Limited	Others (by quotation)	<p>Consultancy Study on Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>	998,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Not applicable as the study has not been completed.



Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Towers Watson Hong Kong Limited	Others (by quotation)	<p>Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens</p> <p>To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.</p>	839,000	August 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Not applicable as the study has not been completed.
Policy 21 Limited	Others (by quotation)	Provision of Services for Study on the Provision of International School Places in Hong Kong	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Federation for Self-financing Tertiary Education	Others (by quotation)	<p>"Pilot Exercises for Development of CAT System under the QF"</p> <p>To distil the good practices under three pilot exercises in order to develop a set of practical guidelines for CAT implementation.</p>	650,000	November 2014	In progress	The practical guidelines will be promulgated and uploaded to the Hong Kong Qualifications Framework website.	Not applicable as the pilot exercises have not been completed.
Hong Kong Shue Yan University	Others (by quotation)	<p>"Project on Technical Alignment of the HKQF and the European Qualifications Framework (EQF)"</p> <p>To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between HKQF and EQF and to prepare a report.</p>	1,210,000	November 2014	In progress	The report will be submitted to the European Commission for consideration and the outcome will be shared with members of the public.	Not applicable as the project has not been completed.
<p>1. Dr Mary Shepard WONG, Azusa Pacific University</p> <p>2. Dr Peter STOREY, Open University of Hong Kong</p> <p>3. Dr Icy LEE, Chinese University of Hong Kong</p> <p>4. Dr Andy GAO, University of Hong Kong</p> <p>5. Dr Alex YU, Azusa Pacific University</p>	Others (by quotation)	<p>Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)</p> <p>The objectives are to:</p> <p>(i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools;</p> <p>(ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and</p> <p>(iii) inform policy making regarding the development and implementation of the PNET Scheme.</p>	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	Others (by quotation)	<p>Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>	660,400	December 2014	In progress	The findings will be used as reference for further discussion by the Committee on Professional Development of Teachers and Principals (COTAP) to study and make proposals on the professional development of teachers and school leaders.	Not applicable as the study has not been completed.

(ii) Studies commissioned by University Grants Committee (UGC) (under Head 190) –

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
The Quality Assurance Agency for Higher Education in the UK	Others (by quotation)	To conduct a review of the Quality Assurance Council (QAC) quality audits of the UGC-funded institutions, with a view to developing the methodology for the second round of quality audits.	850,607 (GBP 69,859)	November 2011	Completed (July 2013)	An Audit Manual for the QAC's second audit cycle has been endorsed and published.	The Audit Manual for the QAC's second audit cycle has been made known to the institutions and published on the QAC's website.
Mr John Paul Randall	Others (by quotation)	To assist in formulating the detailed procedure/ parameters of 2016-19 Academic Development Proposals (ADP), and in the scrutiny of institutions' ADPs	419,294	July 2014	In Progress	The UGC has formulated the evaluation procedure/ parameters of the 2016-19 ADP exercise, and will conduct evaluation of the institutions' ADPs on the basis of Mr Randall's advice in Q1-Q2 of 2015.	Not applicable as the study has not been completed.
Mr Dugald	Others (by	To assist in the	482,900	October	In Progress	The Consultant	Not applicable as the

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
Mackie	quotation)	analysis and assessment of the application for university title by the Hong Kong Institute of Education (HKIED).		2014		conducted an analysis on the information submitted by HKIED. His advice will be considered by the Review Group under the UGC in assessing the application from HKIED.	study has not been completed.
Sir Howard Newby	Others (by quotation)	To conduct a study on the governance in higher education institutions to draw up pointers and advice on good practices on institutional governance with reference to experiences of other higher education institutions.	622,682 (GBP 53,495)	December 2014	In progress	The UGC will consider the report for formulation of recommendations to the Education Bureau.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2013-14 and 2014-15 to conduct consultancy study on public policy.

(b) The Education Bureau and its departments have not reserved funding for conducting in-house studies in 2015-2016.

(c) The consultancy studies for which provisions will be reserved in 2015-2016 are as follows –

Studies commissioned/ to be commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed )	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
BARRIE HO Architecture Interiors Limited	Others (by quotation)	Consultancy Study on Accommodation Requirements for Kindergartens  To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well	300,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Major findings will be released when the Committee on Free Kindergarten Education releases its report.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed )	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
		as related issues.					
CBRE Limited	Others (by quotation)	<p>Consultancy Study on Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>	998,000	July 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Major findings will be released when the Committee on Free Kindergarten Education releases its report.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/completed )	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
Towers Watson Hong Kong Limited	Others (by quotation)	Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens  To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.	\$839,000	August 2014	In progress	The findings and proposals will be provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	Major findings will be released when the Committee on Free Kindergarten Education releases its report.
Policy 21 Limited	Others (by quotation)	Provision of Services for Study on the Provision of International School Places in Hong Kong	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	On completion, the study report will be uploaded to the website of the Education Bureau.
1.Dr Mary Shepard WONG, Azusa Pacific University 2.Dr Peter STOREY, Open University of Hong Kong 3.Dr Icy LEE, Chinese University of Hong Kong 4.Dr Andy GAO, University of Hong Kong 5.Dr Alex YU, Azusa Pacific University	Others (by quotation)	Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)  The objectives are to: (i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools;  (ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and  (iii) inform policy making regarding the development and implementation of the PNET Scheme.	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme	On completion, the final report will be uploaded to the website of the Education Bureau.
Policy 21 Limited	Others (by quotation)	Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and	660,400	December 2014	In progress	The findings will be used as reference for further discussion by the Committee on Professional	On completion, the gist or summary of the study report will be uploaded to the website of the

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed )	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
		<p>the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>				Development of Teachers and Principals (COTAP) to study and make proposals on the professional development of teachers and school leaders.	Education Bureau.
Consumer Search Hong Kong Ltd.	Others (by quotation)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,198,000	February 2015	In progress	The findings will be shared with post-secondary institutions for reference.	An executive summary of the survey report will be uploaded to the Concourse website ( <a href="http://www.cspe.edu.hk">www.cspe.edu.hk</a> )

Separately, the University Grant Committee and the Student Financial Assistance Agency are not planning to conduct any consultancy studies on public policy in 2015-16.

(d) Given the different objectives, design, technical requirements and uniqueness of different consultancy studies, criteria specific to each consultancy study have been adopted for considering their award to the research institutions / consultants concerned. Nevertheless, generally speaking, the criteria include technical aspects (such as project design as well as methodology for sampling and data correlation / analysis which could impact the validity and reliability of the research), experience and professional knowledge of the research institutions / consultants relevant to the research topic and the quality of the research team as reflected by indicators such as their track record and capability to provide follow up support services, and the fee proposal.

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**CONTROLLING OFFICER'S REPLY****EDB442****(Question Serial No. 4682)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational ExpensesProgramme: (-) Not SpecifiedControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

In regard to the growing co-operation between Hong Kong and the Mainland in recent years, please provide relevant information on Hong Kong/Mainland cross-boundary projects or programmes in which your bureau and the departments under its purview have been involved.

(a) For Hong Kong/Mainland cross-boundary projects or programmes, please provide information in 2013-14 to 2014-15 as per following table:

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement) or the National 13th Five-year Plan	Expenditure involved	Mainland official and department/ organisation involved	Has any agreement been signed and whether it has been made public? If not, what are the reasons?	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Has public consultation on the cross-boundary project been conducted in Hong Kong?	Details of the legislative amendments or policy changes involved in the project/ programme



(b) Has provision been earmarked for Hong Kong/Mainland cross-boundary projects or programmes in this year (2015-16)? If yes, please provide information in respect of Hong Kong/Mainland cross-boundary projects or programmes for 2015-16 as per following table:

Project / Programme	Details, objective and whether it is related to the Framework Agreement or the National 13th Five-year Plan	Expenditure involved	Mainland official and department/organisation involved	Has any agreement been signed and whether it has been made public? If not, what are the reasons?	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Will public consultation on the cross-boundary project be conducted in Hong Kong?	Details of the legislative amendments or policy changes involved in the project/programme

(c) Apart from the projects or programmes listed above, are there any other modes of Hong Kong/Mainland cross-boundary co-operation? If so, what are they? What were the manpower and expenditure involved over the past 3 years? How much financial and manpower resources have been earmarked in the Estimates for 2015-16?

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 180)

Reply :

Parts (a) and (b)

By cross-boundary projects or programmes which the Education Bureau (EDB) collaborated with Mainland department(s), we refer to those projects or programmes with direct involvement of both EDB and Mainland department(s). All these collaboration projects/programmes are primarily to facilitate professional development or exchanges of teachers, students and schools in the educational sector, for which public consultation, assessment of the impact on society, culture and ecology and release of related information to the public, as well as legislative amendments are found not applicable. While those related to the Framework Agreement on Hong Kong/Guangdong Co-operation are highlighted, none of the projects/programmes is related to the National 13th Five-year Plan. Other than the signing of a framework agreement on forming of sister schools among Guangdong, Hong Kong and Macao schools for the Guangdong-HK Sister School Scheme, no agreement has been signed for all the other projects or programmes. Information of these projects or programmes in the past two years (2013-14 to 2014-15) and the coming year (2015-16) are at Annex A and Annex B respectively.

Part (c)

Despite cross-boundary projects or programmes with direct involvement of both EDB and Mainland department(s), there are numerous collaboration programmes arranged by schools, school-sponsoring bodies and tertiary institutes on their own of which EDB does not have full information.

Cross-boundary projects or programmes with direct involvement of both EDB and Mainland department(s)  
from 2013-14 to 2014-15

**2013-14**

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million)	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong. <sup>@</sup>	19.7	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Zhongshan, Shenzhen and Guangdong. <sup>@</sup>	1.9	Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan  The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme was one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.	Included in the commissioned service with a total contract sum of 0.69 for the period from 10/2012 to 12/2014.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	1.0	Ministry of Education	Completed	Schools were invited to apply for the programme via training calendar.
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	0.9	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for	1.5	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million)	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
	exchanges with students in the Mainland.				
National Day Delegation from the Educational Sector of Hong Kong 2013	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	0.5	Ministry of Education	Completed	A letter was issued to invite schools to join the programme.
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	0.6	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	0.3	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong. <sup>@</sup>	0.1	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong. <sup>@</sup>	1.4	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	0.2	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/Xian.	0.6	The People's Government of Zhejiang Province  The People's Government of Shanxi Province	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.
The Scheme for Admission of Hong Kong Students to Mainland Higher Education	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for	The expenditure on organising the Mainland Higher Education Expo 2013 was 2.5	Ministry of Education and Mainland Higher Education Institutions	In the 2013/14 academic year, about 2,300 students were enrolled in the Scheme.	The Education Bureau has issued press releases on the details of the Scheme in the 2014/15 academic year and the Mainland Higher Education Expo 2013.

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million)	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Institutions (The Scheme)	admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 70 Mainland institutions participated in the Scheme in the 2013/14 academic year. <sup>@</sup>			Mainland higher education institutions admitted about 1,200 Hong Kong students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2013 in November 2013, attracting a total of over 7,500 visitors.	

<sup>@</sup> It is related to the FA

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.®	18.5	Ministry of Education  Department of Education, Guangdong Province	The Programme commenced in August 2014 and will be completed in August 2015.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.®	0.7	Department of Education, Guangdong Province  The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.	Included in the commissioned service with a total contract sum of 0.29 for the period from 11/2014 to 8/2015.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	0.3	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.
Mainland Exchange Programme for Student Leaders	The Programme aims to strengthen participants' leadership skills, broaden participants' horizons and enhance participants' understanding of our country and its development.	2.5	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.
National Day Delegation from the Educational Sector of Hong Kong 2014	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	0.6	Ministry of Education	Completed	A letter was issued to invite schools to join the programme.
Mainland Exchange Programme for Celebration of the 65th	The programme aims to broaden students' horizons and to strengthen their understanding of the culture as well as the economic and	2.8	Ministry of Education	Completed	Schools were invited to nominate students and teacher participants via school circular.

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Anniversary of the Founding of the People's Republic of China cum the 5th Anniversary of the Founding of the 'Passing on the Torch' Platform	technology development of the Mainland.				
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	0.7	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	0.3	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong. <sup>@</sup>	0.2	Department of Education, Guangdong Province	80 % completed, the Programme started in July 2014 and will be completed in April 2015.	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong. <sup>@</sup>	1.4	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	NA (The expenditure was borne by Shenzhen)	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.
Professional Study Tours to the Mainland	The Programme aims at developing the leadership of school curriculum leaders by	0.5	The People's Government of Zhejiang Province	Completed	Letters were sent to the school sponsoring bodies inviting them to make

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
for School Curriculum Leaders	widening their horizons through a 5-day study tour to Hangzhou/Xian.		The People's Government of Shanxi Province		nominations.
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 75 Mainland institutions participated in the Scheme in the 2014/15 academic year.®	The expenditure on organising the Mainland Higher Education Expo 2014 was 2.5	Ministry of Education and Mainland Higher Education Institutions	In the 2014/15 academic year, about 3,200 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,500 Hong Kong students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2014 in November 2014, attracting a total of almost 9,000 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2015/16 academic year and the Mainland Higher Education Expo 2014.
# Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions.®	4.0	Ministry of Education and Mainland Higher Education Institutions	The MUSSS was launched in August 2014 and will benefit three cohorts of students entering the first year of undergraduate studies under the Admission Scheme in the 2014/15, 2015/16 and 2016/17 academic years. The application and vetting process was completed with 263 successful applicants out of 448 applications in the 2014/15 academic year.	The Education Bureau has issued press releases on the details of the MUSSS in the 2014/15 academic year.
Space Science Experiment Design Competition for Hong Kong Secondary School	The Competition aims to enhance Hong Kong secondary students' interest in science and technology and to promote innovation and creativity of	NA (The expenditure was borne by the Hong Kong Productivity Council)	China Manned Space Agency	The launching ceremony of the competition was held on 14 October 2014 and proposals were submitted for preliminary assessment on 27	The Home Affairs Bureau issued a press release on the launching of the competition on 14 October 2014. The Education Bureau issued a circular memorandum on 3 November 2014 to invite secondary schools to

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Students 2014/15	students.			February 2015. Preliminary assessment is now underway and the award presentation ceremony will be held on 23 May 2015.	participate in the competition.

\* Provisional figures

# The initiatives commenced in 2014-15

@ It is related to the FA



Cross-boundary projects or programmes with direct involvement of both EDB and Mainland department(s)  
in 2015-16

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.®	19.6	Ministry of Education  Department of Education, Guangdong Province	The Programme will commence in August 2015 and will be completed in August 2016.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.®	1.2	Department of Education, Guangdong Province  The Education Bureau of Foshan  The Education Bureau of Shenzhen	The programme commenced in March 2015 and will be completed in June 2015.	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.	Service requirements being reviewed.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	0.6	Beijing Municipal Commission of Education	The programme will be conducted in July 2015.	Schools will be invited to nominate students and teachers participants via school circular.
Mainland Exchange Programme for Student Leaders	The programme aims to broaden participants' horizons, to enhance participants' understanding of our country and its development, and to strengthen participants' leadership skills.	2.5	Ministry of Education	The programme will be conducted in April and December 2015.	Schools will be invited to nominate students and teachers participants via school circular.
National Day Delegation from the Educational Sector of Hong Kong 2015	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	0.6	Ministry of Education	The Programme will be conducted between September and October 2015.	A letter will be issued to invite schools to join the programme.

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	0.7	Beijing Normal University	The Programme will be held in May 2015.	The Programme was announced through the Training Calendar System of EDB to invite applications.
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	0.3	East China Normal University	The Programme will be held in April 2015.	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong. <sup>@</sup>	0.2	Department of Education, Guangdong Province	The Programme will commence in July 2015 and complete in March 2016.	The Programme will be announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong. <sup>@</sup>	1.4	Department of Education, Guangdong Province	The Programme will be held in July 2015.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	0.2	Shenzhen Municipal Education Bureau	The Forum will be held in November 2015.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance	The estimated expenditure on organising the Mainland Higher Education Expo 2015 is about 3.7	Ministry of Education and Mainland Higher Education Institutions	The Education Bureau will continue to assist the Ministry of Education in implementing the Scheme in Hong Kong. Our initial plan is to organise jointly with the Ministry of Education the Mainland Higher	The Education Bureau will issue press releases on the details of the Scheme in the 2016/17 academic year and the Mainland Higher Education Expo 2015.

Project / Programme	Details, objective and whether it is related to the Framework Agreement (FA) or the National 13th Five-year Plan	Expenditure involved (\$ million) *	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?
	Examination for Universities in the Mainland. 78 Mainland institutions participated in the Scheme in the 2015/16 academic year. @			Education Expo 2015 in end 2015.	
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. @	16.5	Ministry of Education and Mainland Higher Education Institutions	The MUSSS will continue to be implemented in the 2015/16 academic year and be subject to review after three cohorts of students entering the first year of undergraduate studies under the Admission Scheme in the 2014/15, 2015/16 and 2016/17 academic years.	The Education Bureau will issue press releases on the details of the MUSSS in the 2015/16 academic year.

\* Estimated figures

@ It is related to the FA

- End -

**CONTROLLING OFFICER'S REPLY****EDB443****(Question Serial No. 4683)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

Please give details of the duty visits made by the Secretary and the Under Secretary in the past 5 financial years and set out in chronological order the following information for each visit: (a) purpose and place of visit; (b) titles of officials met; (c) size of entourage and post titles; (d) days of visit; and (e) total expenditure involved, including expenses on (i) transportation (air tickets and local transportation); (ii) accommodation; (iii) meals; (iv) banquets or entertainment; and (v) gifts.

Date	(a)	(b)	(c)	(d)	(e)	(i)	(ii)	(iii)	(iv)	(v)

Asked by: Hon HO Sau-lan, Cyd (Member Question No. 181)

Reply:

Details of duty visits outside Hong Kong made by Secretary for Education and Under Secretary for Education in the past five financial years from 2010-11 to 2014-15 are at Annexes A and B respectively.

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of official meals. They are required to exercise prudent judgement and economy in order to avoid any public perception of extravagance and act in accordance with the relevant regulations and administrative guidelines. According to the existing guidelines, the expenditure limits on entertainment in the form of official meals should not exceed \$450 per person for lunch or \$600 per person for dinner, inclusive of all expenses incurred on food and beverages consumed on the occasion, service charges and tips.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines, where bestowal of gifts/souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

**Duty Visits outside Hong Kong made by  
Secretary for Education  
during the period from 2010-11 to 2014-15 up to 15 March 2015  
(as at 12 March 2015)**

<b>Year (number of visits)</b>	<b>Purpose of visits</b>	<b>Number of official entourage from SED's Office in each visit</b>	<b>Total expenditure incurred by the SED and official entourage from SED's Office <sup>Note</sup></b>
2010-11 (3)	<ul style="list-style-type: none"> <li>to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Malaysia, Indonesia, Korea and Japan</li> <li>to lead a delegation of students and teachers visiting the World Expo 2010 Shanghai China</li> </ul>	2	219,267
2011-12 (3)	<ul style="list-style-type: none"> <li>goodwill visit to Vietnam and Brunei to enhance collaboration on education front</li> <li>to lead a delegation of students and teachers to commemorate the 100th anniversary of the 1911 Revolution in Wuhan</li> <li>to lead an exchange tour of students and teachers to Sichuan and to officiate at the ceremony on the pairing up of Hong Kong and Sichuan schools</li> </ul>	2	137,803
2012-13 (4)	<ul style="list-style-type: none"> <li>courtesy call on the Ministry of Education in Beijing</li> <li>to attend a ceremonial function in the Mainland</li> <li>to attend an education forum in the United Kingdom</li> <li>to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the USA</li> </ul>	1 - 2	565,090
2013-14 (10)	<ul style="list-style-type: none"> <li>to learn about kindergarten education and information technology in education in Korea, Singapore and Australia</li> <li>to officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students</li> <li>goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on educational front and visit local schools</li> <li>to lead a delegation of education professionals</li> </ul>	1 - 2	688,414

Year (number of visits)	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by the SED and official entourage from SED's Office <sup>Note</sup>
	<p>and sector representatives to Shanghai and Beijing for professional exchange</p> <ul style="list-style-type: none"> <li>to visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nation and promoting Hong Kong's role as a regional education hub</li> <li>to lead a delegation from the education sector to attend an international convention in Shanghai</li> <li>to attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries</li> </ul>		
2014-15 (9)	<ul style="list-style-type: none"> <li>to visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with ASEAN country and promote Hong Kong's role as an education hub</li> <li>to lead the "Passing on the Torch" Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities</li> <li>to lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements</li> <li>to meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues</li> <li>to officiate a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements</li> <li>to lead an education delegation to study the vocational education systems and good practices in promoting young persons' career development in Germany and Switzerland</li> <li>to lead a delegation of secondary school students to participate in "Passing on the Torch" Mainland Exchange Programme in Nanjing</li> <li>to meet with Guangdong Party Secretary and Shenzhen Party Secretary</li> </ul>	1 - 2	545,358

The above duty visits lasted for one to eight days per trip.

Note:

The total expenditure includes expenses on accommodation and travelling, subsistence allowance for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and other incidental expenses related to the duty visits outside Hong Kong.

**Duty Visits outside Hong Kong made by  
Under Secretary for Education  
during the period from 2010-11 to 2014-15 up to 15 March 2015  
(as at 12 March 2015)**

<b>Year (number of visits)</b>	<b>Purpose of visits</b>	<b>Number of official entourage from SED's Office in each visit</b>	<b>Total expenditure incurred by US(Ed) and official entourage from SED's Office<sup>Note</sup></b>
2010-11 (6)	<ul style="list-style-type: none"> <li>to lead a delegation of students and teachers to Sichuan on "Passing on the Torch: Affection for Sichuan" Mainland Exchange Programme</li> <li>to lead a delegation of education professionals to Beijing for professional exchange</li> <li>to attend education cooperation forum in Ningbo and education forum/exhibition in the United Kingdom</li> <li>to visit sites of school reconstruction projects and conduct exchanges with local officials in Sichuan</li> <li>to attend international summit/forum in the USA</li> </ul>	-	203,628
2011-12 (4)	<ul style="list-style-type: none"> <li>to attend international conference in the United Kingdom</li> <li>to attend coordination meetings, meet with Sichuan Education Bureau and visit sites of school reconstruction projects and attend ceremony for schools under a sister school scheme</li> </ul>	-	110,103
2012-13 (3)	<ul style="list-style-type: none"> <li>to attend an international meeting in Korea</li> <li>to attend meetings and ceremonies on the Sichuan School Reconstruction Projects and inspect school reconstruction</li> </ul>	-	29,469
2013-14 (1)	<ul style="list-style-type: none"> <li>courtesy call on the Shenzhen Education Bureau</li> </ul>	-	2,328
2014-15 (4)	<ul style="list-style-type: none"> <li>to attend international conference/seminar in the USA and Japan</li> <li>to lead a delegation of the education sector to Beijing for professional exchanges</li> <li>to attend a working meeting of the Guangdong-Hong Kong Cooperation Joint Conference in Guangzhou</li> </ul>	-	106,527

The above duty visits lasted for one to seven days per trip.

Note:

The total expenditure includes expenses on accommodation and travelling, subsistence allowance for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and other incidental expenses related to the duty visits outside Hong Kong.

- End -

**CONTROLLING OFFICER'S REPLY****EDB444****(Question Serial No. 4685)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not specified

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

Director of Bureau: Secretary for Education

Question:

Please give details of meetings, visits or exchanges with relevant authorities in the Mainland in the past 5 financial years and set out in chronological order the following information for each visit:

- (a) purpose and place of visit;
- (b) titles of officials met;
- (c) size of entourage and post titles;
- (d) days of visit;
- (e) total expenditure involved;
- (f) whether the visit had been made public prior to departure; if not, what is/are the reason(s) for keeping it confidential;
- (g) whether there were any minutes of the meeting kept on file; if not, what is/are the reason(s); and
- (h) whether an agreement was reached; if yes, what are the details and what is the progress of fulfilling the agreement; as well as
  - (i) expenses on transportation (air tickets and local transportation);
  - (ii) accommodation;
  - (iii) meals;
  - (iv) banquets or entertainment; and
  - (v) gifts.

Date	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(ii)	(iii)	(iv)	(v)



Asked by: Hon HO Sau-lan, Cyd (Member Question No. 183)

Reply:

Details of the visits to the Mainland in the past five financial years from 2010-11 to 2014-15 are set out in the table below.

<b>Year (Number of visits)</b>	<b>Purpose of visit</b>	<b>Number of EDB officers participating in each visit</b>	<b>Total expenditure incurred in the Bureau<sup>Note</sup></b>
2010-11 (60)	<ul style="list-style-type: none"> <li>to attend coordination meetings/ceremonies/symposiums</li> <li>to conduct exchanges and experience sharing with local officials, education professionals and practitioners</li> <li>to conduct visits and inspections of school reconstruction projects</li> <li>to lead a delegation of education professionals and sector representatives for professional exchanges</li> <li>to conduct training activities for Mainland teachers under an exchange and collaboration programme</li> </ul>	1 - 24 officers	844,000
2011-12 (77)	<ul style="list-style-type: none"> <li>to attend an international convention/coordination meetings/ceremonies</li> <li>to visit schools, universities and related organisations for exchanges</li> <li>to conduct visits and inspections of school reconstruction projects</li> <li>to lead a delegation of education professionals and sector representatives for professional exchanges</li> <li>to conduct training activities for Mainland teachers under an exchange and collaboration programme</li> </ul>	1 - 11 officers	1,452,000
2012-13 (80)	<ul style="list-style-type: none"> <li>to attend coordination meetings/ceremonies/discussion fora</li> <li>to visit education institutions and exchange views with local officials, education professionals and practitioners</li> <li>to conduct visits and inspections of school reconstruction projects</li> <li>to lead a delegation of education professionals and sector representatives for professional exchanges</li> <li>to conduct training activities for Mainland teachers under an exchange and collaboration programme</li> </ul>	1 - 15 officers	1,509,000
2013-14 (61)	<ul style="list-style-type: none"> <li>to attend an international convention/operation meetings/ceremonies</li> </ul>	1 - 25 officers	1,350,000

<b>Year (Number of visits)</b>	<b>Purpose of visit</b>	<b>Number of EDB officers participating in each visit</b>	<b>Total expenditure incurred in the Bureau<sup>Note</sup></b>
	<ul style="list-style-type: none"> <li>to conduct visits and inspections of school reconstruction projects</li> <li>to visit education institutions/schools and exchange views with local officials, education professionals and practitioners</li> <li>to lead a delegation of education professionals and sector representatives for professional exchanges</li> <li>to conduct training activities for Mainland teachers under an exchange and collaboration programme</li> </ul>		
2014-15 (91)	<ul style="list-style-type: none"> <li>to attend operation meetings/ ceremonies/ symposiums</li> <li>to witness the signing of sister school agreements</li> <li>to visit education institutions/schools and exchange views with local officials, education professionals and practitioners</li> <li>to lead a delegation of education professionals and sector representatives for professional exchanges</li> <li>to lead delegations of teachers and students in Mainland exchange programmes</li> <li>to conduct training activities for Mainland teachers under an exchange and collaboration programme</li> </ul>	1 - 14 officers	941,000

The above visits lasted for half a day to 10 days per trip, joined by officers of the Education Bureau of different ranks and led by senior officer(s) or directorate officer(s).

Note:

The total expenditure includes expenses on accommodation and travelling, subsistence allowance for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and other incidental expenses related to the duty visits outside Hong Kong.

Visits to the Mainland were conducted on issues relating to, inter alia, education development, policy/curriculum implementation, operational/technical collaboration and sharing of experience and good practices from time to time as and when necessary. Generally speaking, meetings are recorded as appropriate, having regard to the different circumstances and factors such as nature of the meeting and subject matter, consensus reached by both sides, development of the subject matter, etc. We will decide whether and how the trips and the agreements concluded should be made public in the light of the circumstances and needs.

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of official meals. They are required to exercise prudent judgement and economy in order to avoid any public perception of extravagance and act in accordance with the relevant regulations and administrative guidelines. According to the existing guidelines, the expenditure limits on entertainment in the form of official meals should not exceed \$450 per person for lunch or \$600 per person for dinner, inclusive of all expenses incurred on food and beverages consumed on the occasion, service charges and tips.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines,

where bestowal of gifts/souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB445****(Question Serial No. 4091)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information about the school years from 2010/11 to 2014/15:

- (a) the number of kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) in Hong Kong by type (including non-profit-making kindergartens not under the PEVS, independent private kindergartens, international kindergartens, etc.), and the number of teachers and students in these kindergartens; and
- (b) the number of kindergartens operating long whole-day, whole-day and half-day classes by type, and the number of teachers and students in these kindergartens.

Asked by: Hon IP Kin-yuen (Member Question No. 49)

Reply:

- (a) The number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), and those not under PEVS, with breakdown of local non-profit-making (NPM), local private independent (PI) and non-local KGs, as well as the number of teachers and students in these KGs from the 2010/11 to 2014/15 school years are tabulated at Appendix 1.
- (b) The number of KGs operating whole-day (WD) classes only, KGs operating half-day (HD) classes only and KGs operating both WD and HD classes among the above types of KGs and the number of teachers and students in these KGs from the 2010/11 to 2014/15 school years are tabulated at Appendix 2, Appendix 3 and Appendix 4 respectively. The number of Former Aided Child Care Centres (FACs) (Note), all of which are under PEVS, and the number of teachers and students in these FACs are tabulated at Appendix 5.

Note: FACs are former child care centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

Number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS),  
number of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local KGs not under PEVS and  
number of teachers and students in these KGs from the 2010/11 to 2014/15 school years

	2010/11			2011/12			2012/13			2013/14			2014/15		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	757	8 533	122 977	751	8 949	129 151	735	9 251	129 372	724	9 425	128 388	724	9 782	132 829
Local NPM (Not under PEVS)	12	159	2 057	12	162	1 970	22	455	6 723	35	691	11 320	36	738	11 905
Local PI (Not under PEVS)	96	1 145	16 348	93	1 261	18 131	104	1 373	19 378	110	1 496	20 897	114	1 567	22 021
Non-local (Not under PEVS)	86	617	7 558	90	687	8 181	96	738	9 291	100	772	9 238	104	807	9 642

Note 1: Figures refer to the position as at mid-September of the respective school year.

Number of kindergartens (KGs) operating whole-day classes only by type and  
number of teachers and students in these KGs from the 2010/11 to 2014/15 school years

	2010/11			2011/12			2012/13			2013/14			2014/15		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	227	1 943	18 782	224	1 982	19 227	223	2 019	19 826	228	2 110	20 551	230	2 215	21 043
Local NPM (Not under PEVS)	3	38	301	3	38	299	3	39	315	5	60	537	5	62	534
Local PI (Not under PEVS)	3	19	195	2	20	200	2	21	208	3	27	325	3	32	341
Non-local (Not under PEVS)	6	26	324	5	30	343	7	38	413	10	69	791	9	69	865

Note 1: Figures refer to the position as at mid-September of the respective school year.

Number of kindergartens (KGs) operating half-day classes only by type and  
number of teachers and students in these KGs from the 2010/11 to 2014/15 school years

	2010/11			2011/12			2012/13			2013/14			2014/15		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	149	2 146	40 616	140	2 160	40 709	129	2 107	38 305	111	1 871	33 564	117	2 055	36 189
Local NPM (Not under PEVS)	6	76	1 175	6	81	1 120	16	356	5 644	28	584	10 305	27	601	10 397
Local PI (Not under PEVS)	45	676	10 525	42	722	11 426	46	728	11 524	54	790	12 222	63	890	13 655
Non-local (Not under PEVS)	63	412	5 456	69	474	6 014	72	501	6 912	69	491	6 391	75	487	6 506

Note 1: Figures refer to the position as at mid-September of the respective school year.

Number of kindergartens (KGs) operating both whole-day and half-day classes by type and number of teachers and students in these KGs from the 2010/11 to 2014/15 school years

	2010/11			2011/12			2012/13			2013/14			2014/15		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	381	4 444	63 579	387	4 807	69 215	383	5 125	71 241	385	5 443	74 273	377	5 512	75 597
Local NPM (Not under PEVS)	3	45	581	3	43	551	3	60	764	2	47	478	4	75	974
Local PI (Not under PEVS)	48	450	5 628	49	519	6 505	56	624	7 646	53	679	8 350	48	645	8 025
Non-local (Not under PEVS)	17	179	1 778	16	183	1 824	17	199	1 966	21	212	2 056	20	251	2 271

Note 1: Figures refer to the position as at mid-September of the respective school years.



Number of Former Aided Child Care Centres (FACs) and  
number of teachers and students in these FACs from the 2010/11 to 2014/15 school years

	2010/11			2011/12			2012/13			2013/14			2014/15		
	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	246	2 032	19 658	246	2 085	20 326	246	2 161	21 120	246	2 235	21 648	246	2 319	22 015

Note 1: Figures refer to the position as at mid-September of the respective school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB446****(Question Serial No. 4092)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2012/13 to 2014/15 school years:

- (a) the respective number of whole-day and half-day kindergarten students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS), the respective number and percentage of whole-day and half-day kindergarten students who are issued with education vouchers but still have to pay school fees in excess of the voucher value as well as the average extra amount of school fees paid;
- (b) the respective number and percentage of half-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$100, \$100 to below \$400, \$400 to below \$700, \$700 to below \$1,000, \$1,000 to below \$1,300, \$1,300 to below \$1,600 and \$1,600 or above;
- (c) the respective number and percentage of whole-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$500, \$500 to below \$1,000, \$1,000 to below \$2,000, \$2,000 to below \$3,000, \$3,000 to below \$4,000 and \$4,000 or above; and
- (d) the expenditures on the subsidy allocated to the PEVS and any other expenditures on pre-primary education (including Kindergarten and Child Care Centre Fee Remission Scheme, principal and teacher training, and rent, rates and government rent subsidies, etc.) in table form.

Asked by: Hon IP Kin-yuen (Member Question No. 50)

Reply:

(a), (b) and (c)

The information requested in (a) to (c) is tabulated at Appendix 1. On top of the non-means-tested fee subsidy under the Pre-primary Education Voucher Scheme, fee remission is provided for parents in need under the Kindergartens and Child Care Centre Fee Remission Scheme (KCFRS) for their children to receive kindergarten education. The level of fee remission is 100%, 75% or 50% of the difference between the voucher subsidy and the actual fee or the fee remission ceiling (i.e. \$26,500 for a half-day place and \$40,500 for a whole-day place for the 2014/15 school year), whichever is lower.

(d)

The breakdown of expenditure on pre-primary education from 2012-13 to 2014-15 is tabulated at Appendix 2.

- (a) The number of whole-day (WD) and half-day (HD) kindergarten students under the Pre-primary Education Voucher Scheme (PEVS)

	2012/13 school year		2013/14 school year		2014/15 school year (Provisional)	
	HD	WD	HD	WD	HD	WD
(i) Number of students under PEVS	90 166	41 272	89 204	42 516	91 350	43 920
(ii) Number of students paying school fee on top of the voucher subsidy	77 871	41 201	78 454	42 456	77 404	43 508
(iii) Percentage (%) of (ii) over (i)	86.4%	99.8%	87.9%	99.9%	84.7%	99.1%
(iv) Average amount of school fee on top of the voucher subsidy	\$4,614	\$15,941	\$4,923	\$17,081	\$4,762	\$17,654

- (b) The number of half-day kindergarten students under PEVS

Range of annual school fee above the voucher subsidy	2012/13 school year		2013/14 school year		2014/15 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	0	0.00	411	0.52	564	0.73
\$100 - below \$400	640	0.82	624	0.80	1 640	2.11
\$400 - below \$700	937	1.20	916	1.17	3 627	4.69
\$700 - below \$1,000	2 513	3.23	861	1.10	1 459	1.88
\$1,000 – below \$1,300	4 797	6.16	4 024	5.13	4 185	5.41
\$1,300 - below \$1,600	2 995	3.85	2 788	3.55	2 266	2.93
\$1,600 or above	65 989	84.74	68 830	87.73	63 663	82.25

- (c) The number of whole-day kindergarten students under PEVS

Range of annual school fee above the voucher subsidy	2012/13 school year		2013/14 school year		2014/15 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$500	0	0.00	0	0.00	0	0.00
\$500 - below \$1,000	0	0.00	32	0.08	0	0.00
\$1,000 - below \$2,000	32	0.08	0	0.00	27	0.06
\$2,000 - below \$3,000	0	0.00	0	0.00	81	0.19
\$3,000 - below \$4,000	40	0.10	0	0.00	234	0.54
\$4,000 or above	41 129	99.82	42 424	99.92	43 166	99.21

The breakdown of expenditure on pre-primary education from 2012-13 to 2014-15 are as follows:

	2012-13	2013-14	2014-15
	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	2,128.1	2,428.6	2,564.6
Kindergarten and Child Care Centre Fee Remission Scheme	395.3	465.8	544.9
Refund of rent, rates and government rent	202.5	218.8	243.2
Child Care Centre Subsidy Scheme	14.6	15.2	15.9
Principal and teacher training#	7.3	1.0	4.5

\* Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

# Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course” (In-service ECE Course) for the 2009 intakes and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under PEVS for approved course(s) in early childhood education. There is a drastic drop in the actual expenditure for 2013-14 as the commissioned In-service ECE Course was completed and no payment is required for 2013-14. On the other hand, the estimated expenditure for 2014-15 increases because we offer course fee reimbursement for KG principals and teachers serving in PEVS KGs who pursued relevant approved courses in the 2012/13 and/or 2013/14 school year and successfully completed the course by the end of the 2013/14 school year with a view to further supporting their professional upgrading.

- End -

**CONTROLLING OFFICER'S REPLY****EDB447****(Question Serial No. 4093)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Education Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the 2014/15 school year, please provide the following information:

- (a) the respective numbers of teachers in whole-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$16,140 (i.e. salary point 7) or above and whose salary is below \$16,140, and the percentage share of these teachers in the total number of teachers in whole-day kindergartens.
- (b) the respective average salaries, median salaries, highest salaries and lowest salaries for teachers in whole-day and half-day kindergartens under the subsidy of the PEVS.
- (c) the respective numbers of principals of whole-day kindergartens under the subsidy of the PEVS whose salary is \$24,380 (i.e. salary point 14) or above and whose salary is below \$24,380, and the percentage share of these principals in the total number of principals of whole-day kindergartens. If such information is not available, will collection of it be considered? What will be the collection method and timetable?
- (d) the respective average salaries, median salaries, highest salaries and lowest salaries for principals of whole-day and half-day kindergartens under the subsidy of the PEVS. If such information is not available, will collection of it be considered? What will be the collection method and timetable?
- (e) the respective average salaries, median salaries, highest salaries and lowest salaries for teachers and principals of local private independent kindergartens as well as whole-day and half-day kindergartens.
- (f) from the 2012/13 to 2014/15 school years, the median salary and its rate of increase for full-time kindergarten teachers each year.

Asked by: Hon IP Kin-yuen (Member Question No. 51)

Reply:

- (a) The number and percentage of teachers in whole-day (WD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$16,140 or above and those below \$16,140 in the 2014/15 school year are as follows:

Monthly salary level	No. of teachers in WD KGs under the PEVS	Percentage (%) share of the total no. of teachers in WD KGs
\$16,140 or above	1 676	86.3%
Below \$16,140	266	13.7%
Total	1 942	100%

- (b) The average salary, median salary, highest salary and lowest salary of teachers in WD KGs and half-day (HD) KGs under PEVS in the 2014/15 school year are as follows:

	Salary of teachers in KGs under the PEVS		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$20,448	\$21,360	\$18,786
Median salary	\$19,675	\$20,905	\$17,488
Highest salary	\$57,045	\$35,930	\$70,490
Lowest salary	\$8,000	\$10,400	\$8,925

- (c) & (d)

Information on the salary of principals is not available. The Education Bureau (EDB) conducts annual questionnaire survey on the monthly salary of full-time regular KG teachers in September of each school year. Information on the principals has not been collected. If considered necessary to collect salary statistics of principals for formulation of KG education policy, the information on the salary of principals can be collected in the aforesaid annual questionnaire survey in coming school years.

- (e) The average salary, median salary, highest salary and lowest salary for teachers of local private independent (PI) KGs in the 2014/15 school year are as follows:

	Salary of teachers in local PI KGs		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$22,665	\$19,444	\$19,670
Median salary	\$20,680	\$18,100	\$17,010
Highest salary	\$75,874	\$32,760	\$89,094
Lowest salary	\$9,450	\$15,410	\$9,000

- (f) The median salary and its rate of increase for full-time regular KG teachers in local KGs from the 2012/13 to 2014/15 school years are as follows:

School Year	2012/13	2013/14	2014/15
Median salaries	\$17,040	\$18,000	\$18,535
Year-on-year % change	3.3%	5.6%	3.0%

Note: Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by EDB in September of the respective school years. The figures for the 2014/15 school year are provisional.

- End -

**CONTROLLING OFFICER'S REPLY****EDB448****(Question Serial No. 4094)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

For 2012/13 to 2014/15 school years, please provide the following information in tabular format:

- (a) the number of qualified in-service kindergarten teachers, and the number of principals and teachers among them;
- (b) the respective number of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
- (c) the respective number of teachers in kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS); the respective number and percentage of kindergarten teachers holding the Certificate in Early Childhood Education (C(ECE)) in kindergartens under and not under the PEVS; the respective number and percentage of kindergarten teachers pursuing or not yet enrolled in the Certificate/Diploma in Early Childhood Education programmes;
- (d) the respective number of kindergarten teachers holding and pursuing BEd(ECE), as well as their percentage out of the total number of kindergarten teachers / principals;
- (e) from 2009/10 to 2014/15 school years, the respective number and annual rate of increase of teachers holding Certificate/Diploma in Early Childhood Education; and
- (f) the number and percentage of wastage of whole-day and half-day kindergarten teachers, the age distribution and length of service of these teachers, as well as the number and percentage of them holding Certificate/Diploma/Bachelor Degree in Early Childhood Education.

Asked by: Hon IP Kin-yuen (Member Question No. 52)

Reply:

- (a) The respective number of qualified kindergarten (KG) teachers serving in local KGs, and the number of principals and teachers among them from the 2012/13 to 2014/15 school years is tabulated below:

School year	Number of principals (a)	Number of qualified KG teachers (b)	Total number of qualified KG teachers (a)+(b)
2012/13	860	9 731	10 591
2013/14	872	10 179	11 051
2014/15	868	10 727	11 595

- (b) The respective number of qualified KG teachers serving in local whole-day (WD) KGs, half-day (HD) KGs and KGs with both HD and WD classes from the 2012/13 to 2014/15 school years is tabulated below:

School year	Number of qualified KG teachers (including principals)		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2012/13	2 051	3 002	5 538
2013/14	2 165	3 031	5 855
2014/15	2 290	3 319	5 986

- (c) The respective number of qualified teachers serving in KGs under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS); the respective number and percentage of KG teachers holding the Certificate in Early Childhood Education (C(ECE)) in KGs under and not under PEVS; and the respective number and percentage of KG teachers pursuing or not yet enrolled in C(ECE) programmes from the 2012/13 to 2014/15 school years are tabulated below:

- (i) Number of qualified KG teachers serving in KGs under and not under PEVS

School Year	Number of qualified KG teachers	
	PEVS KGs	Non-PEVS KGs
2012/13	8 971	1 620
2013/14	9 105	1 946
2014/15	9 546	2 049

- (ii) Number and percentage of serving KG teachers holding the C(ECE) in KGs under and not under PEVS

School Year	Number of serving KG teachers (%) holding C(ECE)	
	PEVS KGs	Non-PEVS KGs
2012/13	8 036 (86.9%)	1 359 (74.3%)
2013/14	8 457 (89.7%)	1 714 (78.4%)
2014/15	9 073 (92.8%)	1 850 (80.3%)

- (iii) Number and percentage of serving KG teachers pursuing or not enrolled in C(ECE) programmes

School Year	Number of serving KG teachers (%)	
	Pursuing C(ECE)	Not enrolled in C(ECE)
2012/13	1 384 (12.5%)	300 (2.7%)
2013/14	1 072 (9.2%)	369 (3.2%)
2014/15	988 (8.2%)	176 (1.5%)

- (d) The respective number of KG teachers serving in local KGs holding and pursuing BEd(ECE), as well as their percentage out of the total number of KG teachers / principals from the 2012/13 to 2014/15 school years is tabulated below:

School year	Number of serving KG teachers (including principals) (%)		Number of serving principals (%)	
	Holding BEd(ECE)	Pursuing	Holding BEd(ECE)	Pursuing
2012/13	2 950 (26.6%)	1 865 (16.8%)	641 (74.1%)	36 (4.2%)
2013/14	3 525 (30.4%)	1 850 (15.9%)	684 (77.7%)	20 (2.3%)
2014/15	3 985 (33.0%)	2 032 (16.8%)	699 (80.2%)	16 (1.8%)



- (e) The respective number and annual rate of increase of teachers holding C(ECE) from the 2009/10 to 2014/15 school years is tabulated below:

School year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
No. of KG teacher holding C(ECE) or above	5 562	6 835	8 056	9 395	10 171	10 923
Annual rate of increase*	22.2%	22.9%	17.9%	16.6%	8.3%	7.4%

\* The annual rate of increase refers to the increase in the number of KG teachers holding C(ECE) or above as compared with the number of such teachers in the previous school year.

- (f) The respective number and percentage of wastage in local WD KGs, HD KGs and KGs with both HD and WD classes, the age distribution and average years of service of these teachers, as well as the number and percentage of them holding C(ECE) and BEd(ECE) from the 2012/13 to 2014/15 school years are tabulated below:

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

School year	Number of wastage (%) in local KGs		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2012/13	139 (6.8%)	263 (8.9%)	461 (8.6%)
2013/14	136 (6.5%)	263 (8.2%)	491 (8.5%)
2014/15	161 (7.3%)	280 (8.6%)	627 (10.2%)

# The number and percentage of wastage refer to the number and percentage of regular teachers in local KGs of the previous school year who did not serve in any KG in the 12-month period prior to mid-September of the respective school years.

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

2012/13 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
No. of wastage	272	304	152	113	22	863

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

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

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

School year	Average years of service
2012/13	12.1
2013/14	11.3
2014/15	12.0

- (iv) Number and percentage of drop-out teachers holding C(ECE) and BEd(ECE) in local KGs

School year	Holding C(ECE)	Holding BEd(ECE)
2012/13	333 (38.6%)	119 (13.8%)
2013/14	407 (45.7%)	183 (20.6%)
2014/15	464 (43.4%)	225 (21.1%)

Note: Figures for the 2014/15 school year are provisional.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB449**

**(Question Serial No. 4095)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Education Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the Non-profit-making Kindergarten Rent Reimbursement Scheme, please provide the following information:

- (a) the yearly breakdown of the number of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens, the number of applications approved and the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) from the 2010/11 to 2014/15 school years;
- (b) the number of kindergartens under the subsidy of the Non-profit-making Kindergarten Rent Reimbursement Scheme that have received full reimbursement of the rent and 50% reimbursement of the rent, and the total amount of each subsidy;
- (c) the highest, lowest, median and average rent subsidies received by kindergartens under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the highest, lowest, average and median rent subsidies received by the kindergartens granted with 50% reimbursement of the rent;
- (d) the number of kindergartens, among those in the above applications and applications approved, that were included in the PEVS after their conversion to non-profit-making kindergartens from private independent kindergartens, and their percentage share among the overall applications and applications approved; and
- (e) types of premises (e.g. privately owned properties, rented properties) kindergartens, kindergarten-cum-child care centres and pre-schools in Hong Kong operating on. If such information is not available, will collection of it be considered? What will be the collection method and timetable?

Asked by: Hon IP Kin-yuen (Member Question No. 53)

Reply:

Regarding the Rent Reimbursement Scheme for Non-profit-making Kindergartens (RRS), the information requested in seriatim is as follows:

- (a) The number of applications and approval granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage share among local KGs and KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2010/11 to 2014/15 school years

School year	2010/11	2011/12	2012/13	2013/14	2014/15*
No. of local KGs	865	856	861	869	874
No. of KGs joining PEVS	757	751	735	724	724
No. of applications	2	6	7	8	5 <sup>#</sup>
Percentage share among local KGs	0.2%	0.7%	0.8%	0.9%	0.6%
Percentage share among KGs joining PEVS	0.3%	0.8%	1.0%	1.1%	0.7%
No. of approval granted	0	0	0	2	1
Percentage share among local KGs	Not applicable	Not applicable	Not applicable	0.2%	0.1%
Percentage share among KGs joining PEVS	Not applicable	Not applicable	Not applicable	0.3%	0.1%

\* Position as of February 2015.

# Two of the five applications are still being processed.

- (b) 379 KGs and 3 KGs were in receipt of full and 50% rent reimbursement respectively in 2013-14. The total amount of subsidy disbursed to KGs in receipt of full and 50% rent reimbursement were \$172,929,994 and \$511,350 respectively. The information for 2014-15 is not yet available.
- (c) The highest, lowest, median and average rent subsidy provided to KGs in receipt of full rent reimbursement and 50% rent reimbursement in 2013-14 is as follows:

	Full Rent Reimbursement (\$)	50% Rent Reimbursement (\$)
Highest Rent	4,190,000	245,000
Lowest Rent	37,476	89,350
Median Rent	387,732	177,000
Average Rent	456,280	170,450

- (d) For the 2010/11 to 2014/15 school years, no approval has been granted for rent reimbursement to KGs which were converted from private independent KGs to NPM KGs for joining PEVS.
- (e) All KGs (including kindergarten-cum-child care centres) under RRS are housed in rented properties.

- End -

**CONTROLLING OFFICER'S REPLY****EDB450****(Question Serial No. 4096)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the following information in such areas as higher education, secondary education, primary education, pre-primary education, special education and vocational education for from 2012-13 to 2014-15:

- (a) The items of one-off provisions for education under the General Revenue Account and the amount involved; and
- (b) All the items of non-recurrent grants/capital subventions for education under the General Revenue Account, the amount of provision involved, as well as the reasons for the increment /deduction of the provision.

Asked by: Hon IP Kin-yuen (Member Question No. 55)

Reply:

- (a) In 2012-13, one-off injections under the General Revenue Account (GRA) totaling \$7,000 million were made to various funds, viz the Research Endowment Fund (\$5,000 million), the Self-financing Post-secondary Education Fund (\$1,000 million) and the HKSAR Government Scholarship Fund (\$1,000 million). All the injections were designated for post-secondary education.

In 2013-14, one-off injections under the GRA totaling \$5,040 million were made to various funds, viz the Language Fund (\$5,000 million), the Self-financing Post-secondary Education Fund (\$20 million) and the HKSAR Government Scholarship Fund (\$20 million). The injection to the Language Fund was not designated for any specific education level while the other two injections were designated for post-secondary education.

There is no one-off injection to any funds in 2014-15.

- (b) The breakdown of non-recurrent grants and capital subventions under GRA by education level is set out in the **Annex**. These expenditure items may vary significantly year by year due to the following reasons –
  - (i) Expenditure items (except for items under block vote subheads) are controlled by both approved commitment of the item and the current year provision approved for the respective subhead. The approved commitment of an expenditure item represents the total cost of the project / scheme, which may straddle several years. The actual expenditure of individual project / scheme may vary from year to year depending on its own implementation schedule.

- (ii) The sums involved in some projects / schemes are significant, particularly those one-off grant, e.g. Development Grant for kindergartens under the Pre-primary Education Voucher Scheme. The completion of these projects / schemes would cause significant fluctuations in the expenditure year by year.
- (iii) Expenditure items under the block vote subheads (viz Subhead 661 Minor plant, vehicles and equipment, Subhead 898 Codes of Aid for existing schools - furniture and equipment, Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement and Subhead 976 Vocational Training Council) are controlled by the approved provision of the respective financial year only and there is no approved commitment . The expenditure under these block votes may vary from year to year depending on the requirement each year.

## Non-recurrent grants and capital subventions by education level

Sub-Head (Code)	Item (Code) <sup>1</sup>	Ambit	Approved commitment <sup>2</sup>	Expenditure for the year		
				2012-13 Actual	2013-14 Actual	2014-15 Revised estimate
			\$ million	\$ million	\$ million	\$ million
<u>Post-secondary Education</u>						
700	817	Mainland University Study Subsidy Scheme	105.3	-	-	3.5
700	819	Study Subsidy Scheme for Designated Professions/Sectors	960.0	-	-	2.9
700	820	Scholarship Scheme for Studying Outside Hong Kong	348.0	-	-	0.2
700	855	Pilot Mainland Experience Scheme for Post-secondary Students	100.0	22.4	9.1	15.1
700	857	After-school Learning Support Partnership Pilot Scheme (part)	110.0	1.1	1.4	1.4
700	920	Quality Enhancement Grant Scheme	100.0	18.5	5.3	1.2
Total				42.0	15.8	24.3
<u>Secondary Education</u>						
661	block vote	Minor plant, vehicles and equipment (part)	-	4.2	2.0	4.9
700	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education (part)	2,447.2	52.0	1.1	-
700	913	Implementation of third strategy on information technology in education (part)	52.0	0.3	-	-
700	924	Grant for establishment of incorporated management committee in aided schools (part)	350.0	42.4	-	-
700	944	Promotion of e-Learning in the school sector (part)	128.0	0.4	-	-
700	976	Supporting Schools to Adopt E-textbooks (part)	50.0	-	15.5	0.3
873	860	Procurement of furniture and equipment for the Reprovisioning of Shatin Tsung Tsin Secondary School	5.9	1.2	-	-
898	block vote	Codes of Aid for existing schools - furniture and equipment (part)	-	0.1	0.3	0.6

Sub-Head (Code)	Item (Code) <sup>1</sup>	Ambit	Approved commitment <sup>2</sup>	Expenditure for the year		
				2012-13 Actual \$ million	2013-14 Actual \$ million	2014-15 Revised estimate \$ million
900	block vote	Codes of Aid for existing schools - maintenance, repairs and minor improvement (part)	-	333.4	293.2	329.5
Total				434.0	312.1	335.3
<u>Primary Education</u>						
661	block vote	Minor plant, vehicles and equipment (part)	-	1.5	1.0	-
700	857	After-school Learning Support Partnership Pilot Scheme (part)	110.0	18.8	14.8	17.6
700	913	Implementation of third strategy on information technology in education (part)	52.0	0.3	-	-
700	924	Grant for establishment of incorporated management committee in aided schools (part)	350.0	55.1	-	-
700	944	Promotion of e-Learning in the school sector (part)	128.0	0.3	-	-
700	976	Supporting Schools to Adopt E-textbooks (part)	50.0	-	17.8	0.2
873	838	Procurement of furniture and equipment for the whole-day conversion of Immaculate Heart of Mary School	2.7	1.6	0.5	0.1
898	block vote	Codes of Aid for existing schools - furniture and equipment (part)	-	0.3	0.3	0.7
900	block vote	Codes of Aid for existing schools - maintenance, repairs and minor improvement (part)	-	275.8	265.0	296.5
Total				353.7	299.4	315.1
<u>Pre-primary Education</u>						
700	973	One-off School Development Grant for Kindergartens under the Pre-primary Education Voucher Scheme	166.5	-	166.5	-
Total				-	166.5	-
<u>Special Education</u>						
700	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education (part)	2,447.2	5.0	-	-

Sub-Head (Code)	Item (Code) <sup>1</sup>	Ambit	Approved commitment <sup>2</sup>	Expenditure for the year		
				2012-13 Actual \$ million	2013-14 Actual \$ million	2014-15 Revised estimate \$ million
700	924	Grant for establishment of incorporated management committee in aided schools (part)	350.0	3.1	-	-
700	976	Supporting Schools to Adopt E-textbooks (part)	50.0	-	1.2	-
873	815	One-off grant for special schools to develop assistive technology	9.7	9.7	-	-
898	block vote	Codes of Aid for existing schools - furniture and equipment (part)	-	-	-	0.1
900	block vote	Codes of Aid for existing schools - maintenance, repairs and minor improvement (part)	-	34.5	34.0	32.9
Total				52.3	35.2	33.0
<u>Vocational Education</u>						
700	813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	144.0	-	-	10.5
871	802	Development of the Holistic Programme Planning and Management System	2.2	0.9	-	-
871	804	Enhancement of information technology infrastructure and services	67.2	-	2.1	7.9
871	829	Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes	10.0	0.7	-	-
871	830	Development of the Integrated Information Technology Client Relationship Management System	9.8	3.4	4.6	-
871	895	Enhancement of e-Learning platform and ancillary support services	9.8	-	-	1.7
976	block vote	Vocational Training Council	-	32.6	27.7	32.5
Total				37.6	34.4	52.6

Notes:

- (1) Some expenditure items are applicable to more than one education level.
- (2) There is no approved commitment for items under block vote subheads.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB451**

**(Question Serial No. 4098)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the respective numbers of students enrolled in undergraduate, taught postgraduate and research postgraduate programmes at Mainland universities in each of the past 5 years (2010/11 to 2014/15 academic years), broken down by institution.
2. Please provide the list of Mainland institutions participating in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) in each of the past 5 years (2010/11 to 2014/15 academic years).
3. Please provide the respective numbers of students submitted applications and those admitted under the Admission Scheme in each of the past 5 years (2010/11 to 2014/15 academic years), broken down by institution.
4. Please provide the first quartile, median and lower quartile of the Hong Kong Diploma of Secondary Education (HKDSE) examination results of students submitted applications under the Admission Scheme in each of the past 5 years (2010/11 to 2014/15 academic years).
5. Please provide the first quartile, median and lower quartile of the HKDSE examination results of students admitted under the Admission Scheme in each of the past 5 years (2010/11 to 2014/15 academic years).
6. How many civil servants in the Education Bureau were involved in handling matters relating to the Admission Scheme in each of the past 5 years (2010/11 to 2014/15 academic years)? What are the details of the staffing establishment? How much public money was involved?

Asked by: Hon IP Kin-yuen (Member Question No. 59)

Reply:

1. Regarding the number of Hong Kong students pursuing studies in the Mainland, we do not maintain such records. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the estimated number of Hong Kong residents studying full-time tertiary education programmes in the Mainland was about 7 356 in 2006 and 5 515 in 2011. Moreover, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 330 as at October 2014.
2. The Ministry of Education has implemented the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) since the 2012/13 academic year. The

number of Mainland higher education institutions participating in the Admission Scheme was 63, 70 and 75 in the 2012/13, 2013/14 and 2014/15 academic years respectively. Lists of the participating institutions in the 2012/13, 2013/14 and 2014/15 academic years can be downloaded from the website of the Education Bureau at [www.edb.gov.hk/expo2011](http://www.edb.gov.hk/expo2011), [www.edb.gov.hk/expo12](http://www.edb.gov.hk/expo12) and [www.edb.gov.hk/expo13](http://www.edb.gov.hk/expo13) respectively.

3. The number of students enrolling in the Admission Scheme in the 2012/13, 2013/14 and 2014/15 academic years was 4 248, 2 278 and 3 249 respectively whereas the number of students admitted under the scheme was 976, 1 188 and 1 535 respectively. As regards the number of students admitted by individual Mainland higher education institutions participating in the Admission Scheme, the relevant information provided by the institutions for the 2013/14 and 2014/15 academic years was set out in the "Handbook on the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions" for the 2014/15 and 2015/16 academic years, which can be downloaded from the website of the Education Bureau at [www.edb.gov.hk/expo13](http://www.edb.gov.hk/expo13) and [www.edb.gov.hk/expo14](http://www.edb.gov.hk/expo14) respectively.
- 4&5 As regards the Hong Kong Diploma of Secondary Education examination results attained by those students who had enrolled in or were admitted under the Admission Scheme over the years, we do not maintain such records.
6. The manpower and related expenditure for implementing the Admission Scheme have been subsumed under the establishment and provision for the Education Bureau. It is difficult to quantify them separately. The ranks of civil servants responsible for the relevant work range from assistant clerical officer to directorate officer.

- End -

**CONTROLLING OFFICER'S REPLY****EDB452****(Question Serial No. 4099)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau introduced the Mainland University Study Subsidy Scheme in August 2014 to provide assistance for needy Hong Kong students to pursue undergraduate programmes in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions.

1. Please list out by institution the number of enrolment under the Mainland University Study Subsidy Scheme as well as the number of students with full grant and half grant in 2014/15.
2. Please provide by institution the number of attrition among students in receipt of grant under the Mainland University Study Subsidy Scheme.
3. How many civil servants from the Education Bureau are involved in dealing with the Mainland University Study Subsidy Scheme? What are their ranks and the amount of public funds involved?

Asked by: Hon IP Kin-yuen (Member Question No. 60)

Reply:

1. The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs.

Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy of \$15,000 per year and the remaining 111 to receive the half-rate subsidy of \$7,500 per year. Breakdown of the applicants and those receiving the full-rate and half-rate subsidy by institutions is set out in the Annex.

2. No cases of attrition among the students in receipt of the subsidy under the MUSSS have been reported so far.
3. As for the manpower and related expenditure involved, apart from the three time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) created to cope with the implementation workload arising from the MUSSS, the Education Bureau (EDB) and Working Family and Student Financial Assistance Agency (WFSFAA) (known as the Student Financial Assistance Agency before 1 March 2015) have been handling the work with their existing resources. The manpower and related expenditure involved have been subsumed under the establishment and provision for the EDB and WFSFAA. It is difficult to quantify them separately. The ranks of civil servants responsible for the relevant work range from assistant clerical officer to directorate officer.

## Mainland University Study Subsidy Scheme

Breakdown of Applicants by Institutions  
for the 2014/15 Academic Year

Mainland higher education institutions	Total number of applicants	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Institute of Fashion Technology	1	0	1
Beijing Language and Culture University	2	1	1
Beijing Normal University	8	2	5
Beijing Normal University, Zhuhai	2	1	2
Beijing Sport University*	1	0	0
Beijing University of Chinese Medicine	20	10	5
Central China Normal University	3	2	1
Chengdu University of Traditional Chinese Medicine	2	1	0
China University of Political Science and Law	13	7	4
Communication University of China	3	3	0
Donghua University	3	1	1
East China Normal University	1	0	1
East China University of Political Science and Law	2	1	1
East China University of Science And Technology	3	3	0
Fudan University	1	0	1
Fuzhou University	2	2	0
Guangdong Pharmaceutical University	1	1	0
Guangdong University of Finance and Economics	1	0	0
Guangdong University of Foreign Studies	4	1	2
Guangdong University of Technology	1	0	1
Guangzhou Medical University*	1	0	0
Guangzhou University	6	4	2
Guangzhou University of Chinese Medicine	72	32	28
Huaqiao University	28	6	0
Hunan Normal University	4	3	0
Jimei University	1	0	0
Jinan University	124	9	2
Nanjing Normal University	4	0	3
Nanjing University	2	1	1
Nanjing University of Chinese Medicine	1	0	1
Nankai University	2	0	1
Renmin University of China	5	2	2
Shandong University	20	11	8
Shanghai International Studies University	1	1	0
Shanghai University of Finance and Economics	2	1	0
Shanghai University of Traditional Chinese Medicine	5	4	1

<b>Mainland higher education institutions</b>	<b>Total number of applicants</b>	<b>Number of applicants receiving full-rate subsidy</b>	<b>Number of applicants receiving half-rate subsidy</b>
Shantou University	1	0	1
Shaoguan University	1	0	0
Shenzhen University	7	3	4
Sichuan University	6	4	2
South China Normal University	3	2	1
South China University of Technology	1	0	1
Southern Medical University	5	2	2
Southwest University	5	2	1
Southwest University of Political Science and Law	5	2	2
Sun Yat-sen University	25	14	7
The Guangzhou Academy of Fine Arts	1	0	1
Tianjin Academy of Fine Arts*	1	0	0
Tianjin University	1	0	1
Tsinghua University	2	0	0
University of International Business and Economics	2	0	2
Wuhan University	8	2	3
Xiamen University	9	3	4
Xinghai Conservatory of Music	7	3	3
Yunnan University	1	0	1
Zhejiang University	2	2	0
Zhongnan University of Economics and Law	3	3	0
<b>Total:</b>	<b>448</b>	<b>152</b>	<b>111</b>

\* Institutions which have not participated in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the 2014/15 academic year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB453****(Question Serial No. 4100)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the annual Mainland Higher Education Expo jointly organised in a row by the Education Bureau of Hong Kong and the Ministry of Education of the Mainland, please:

1. provide information on the respective date, venue, theme and turnout of the Mainland Higher Education Expos held in the past 5 years (from the 2010/11 to 2014/15 academic years);
2. advise whether the expenses for the Mainland Higher Education Expos jointly organised by the Education Bureau of Hong Kong and the Ministry of Education of the Mainland are shared equally and of the sum of public money drawn from the coffer of the Hong Kong SAR Government to cover the expenses of the Mainland Higher Education Expos in each of the past 5 years (from the 2010/11 to 2014/15 academic years); and
3. advise of the number of civil servants from the Education Bureau that were involved in dealing with the Mainland Higher Education Expos in the past 5 years (from the 2010/11 to 2014/15 academic years) and provide information on their ranks and the amount of public funds involved.

Asked by: Hon IP Kin-yuen (Member Question No. 61)

Reply:

1. To help local secondary schools, students and parents understand better the details and arrangements of the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme), the Education Bureau (EDB) and Ministry of Education (MoE) jointly organised the Mainland Higher Education Expos in Hong Kong annually from 2011 to 2014 to inform teachers, students and parents of the particulars of the Admission Scheme and latest development on further studies in the Mainland. Information about the past four Mainland Higher Education Expos is as follows:

Date	Venue	Theme	Approximate number of visitors
10 & 11 December 2011	<a href="#">Queen Elizabeth School</a>	Details and arrangements of the Admission Scheme and the latest development on further studies in the Mainland.	7 500
3 & 4 December 2012	KITEC <sup>^</sup>		7 000
23 & 24 November 2013	KITEC <sup>^</sup>		7 500
1 & 2 November 2014	KITEC <sup>^</sup>		9,000

<sup>^</sup> Kowloonbay International Trade & Exhibition Centre (KITEC)

2. EDB is responsible for all the costs incurred for organising the Mainland Higher Education Expos. The actual expenditure involved in the organisation of the annual Expos over the past four years is as follows:

Financial Year	Actual Expenditure (\$ million)
2011/12	1.17
2012-13	2.43
2013-14	2.48
2014-15	2.54

At the Expos, Mainland institutions participating in the Admission Scheme set up exhibition booths and held talks to disseminate information on their institutions and disciplines, admission requirements, number of student places, tuition fees, etc. There were also thematic sharing sessions for representatives of the institutions to brief teachers, students and parents on the characteristics of individual specialised programmes and employment prospects of graduates. MoE would support representatives of the Mainland institutions to come to Hong Kong to participate in the Expos at its cost.

3. The manpower and related expenditure for organising the Mainland Higher Education Expos have been subsumed under the establishment and provision for the Education Bureau. It is difficult to quantify them separately. The ranks of civil servants responsible for the relevant work range from assistant clerical officer to directorate officer.

- End -

**CONTROLLING OFFICER'S REPLY****EDB454****(Question Serial No. 4101)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide a breakdown by institution the total number of courses, estimated intake, actual intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the past 5 years (i.e. 2010/11 to 2014/15 academic years);
- (2) Please provide a breakdown by institution the total number of courses, estimated intake, actual intake, unit cost as well as the tuition fees of the taught postgraduate and research postgraduate programmes offered by self-financing post-secondary institutions in the past 5 years (i.e. 2010/11 to 2014/15 academic years); and
- (3) In the past 5 years (i.e. 2010/11 to 2014/15 academic years), how many civil servants of the Education Bureau were involved in handling matters relating to self-financing post-secondary institutions? What was the staff establishment? How much public funding was involved?

Asked by: Hon IP Kin-yuen (Member Question No. 62)

Reply:

(1) and (2)

The number of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes, their estimated intakes, actual intakes and the average annual tuition fees by institution from the 2010/11 academic year to the 2014/15 academic year are set out at **Annexes A to D**. The number of locally-accredited self-financing taught postgraduate and research postgraduate programmes, actual intakes and the total tuition fees by institution from the 2010/11 academic year to the 2014/15 academic year are set out at **Annexes E and F**. We do not have information on the estimated intakes of post-graduate programmes and the unit costs.

(3)

While the Further and Higher Education Branch of the Education Bureau is responsible for, among others, the policy matters of the self-financing post-secondary education sector, the staff of this Branch also oversees many other subject areas. Therefore, we are unable to provide the staff establishment and related expenditure for handling matters related to the self-financing post-secondary institutions alone.



**Number of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11 Academic Year			2011/12 Academic Year			2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	3	-	-	3	-	-	4	-	-	4	-	-	4	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
Caritas Institute of Higher Education	6	-	-	6	1	1	6	1	1	6	3	1	6	4	5
Centennial College	-	-	-	-	-	-	-	2	2	-	2	2	-	2	2
Chu Hai College of Higher Education	-	10	-	-	10	-	-	11	-	-	11	-	-	11	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	40	-	5	38	-	7	36	-	22	36	-	22	36	-	13
Hang Seng Management College	1	3	-	1	4	3	1	5	3	1	5	3	1	10	4
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
HKU SPACE Po Leung Kuk Community College	19	-	-	19	-	-	19	-	-	22	-	-	23	-	-
Hong Kong Adventist College	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-
Hong Kong Art School	3	-	-	2	-	-	2	1	-	2	1	-	2	1	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	24	-	7	25	-	8	25	-	10	28	-	10	30	1	17
Hong Kong College of Technology	11	-	-	11	-	-	22	-	-	23	-	-	22	-	-
Hong Kong Institute of Technology	2	2	-	2	2	-	3	6	6	3	5	5	3	5	5
Hong Kong Nang Yan College of Higher Education	-	-	-	-	-	-	3	-	-	4	-	-	4	2	2
Hong Kong Shue Yan University	-	12	-	-	12	-	-	12	-	-	12	-	-	12	-
Kaplan Business and Accountancy School	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	31	-	9	33	-	-	44	-	-	39	-	-	35	-	-
Pui Ching Academy	-	-	-	-	-	-	2	-	-	4	-	-	-	-	-
Sacred Heart Canossian College of Commerce	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
SCAD Foundation(Hong Kong) Limited	-	-	-	-	8	-	-	8	-	-	13	-	-	13	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	26	-	-	26	-	-	28	-	4	30	-	4	32	-	6
The Chinese University of Hong Kong - Tung Wah Group of Hospitals	21	-	-	21	-	-	-	-	-	-	-	-	-	-	-

Institution	2010/11 Academic Year			2011/12 Academic Year			2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree
Community College															
The Hong Kong Institute of Education	7	1	1	10	5	1	4	5	6	3	6	2	4	7	6
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	36	-	17	35	-	18	36	-	23	35	-	26	35	-	30
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
The Open University of Hong Kong - Proper and Li Ka Shing Institute of Professional and Continuing Education	9	29	29	9	29	23	9	34	25	10	29	25	16	33	32
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	29	-	-	28	-	-	27	1	1	32	4	4	35	4	5
Tung Wah College	-	-	-	1	1	1	3	5	3	4	6	3	3	6	4
Vocational Training Council	46	-	-	38	-	8	32	6	14	32	9	21	28	12	43
Yew Chung Community College	1	-	-	1	-	-	3	-	-	3	-	-	4	-	-
YMCA College of Careers	-	-	-	-	-	-	3	-	-	3	-	-	2	-	-

**Notes:**

[1] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no related programmes were offered.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-Year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	320	-	-	320	440	-	-	440	340	-	-	340	400	-	-	400	290	-	-	290
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60	-	-	60
Caritas Institute of Higher Education	346	-	-	346	313	240	120	673	360	480	80	920	400	360	80	840	340	660	200	1 200
Centennial College	-	-	-	-	-	-	-	-	-	400	320	720	-	240	320	560	-	320	320	640
Chu Hai College of Higher Education	-	665	-	665	-	665	-	665	-	1 450	-	1 450	-	725	-	725	-	880	-	880
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	4 415	-	334	4 749	3 830	-	474	4 304	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448
Hang Seng Management College	400	260	220	880	150	480	230	860	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	20	40
HKU SPACE Po Leung Kuk Community College	850	-	-	850	1 465	-	-	1 465	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000
Hong Kong Adventist College	-	-	-	-	-	-	-	-	40	-	-	40	40	-	-	40	-	-	-	-
Hong Kong Art School <sup>[2]</sup>	70	-	-	70	55	-	-	55	55	65	-	120	55	65	-	120	80	65	-	145
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 880	-	480	2 360	1 985	-	540	2 525	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977
Hong Kong College of Technology	625	-	-	625	580	-	-	580	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005
Hong Kong Institute of Technology	280	140	-	420	280	140	-	420	460	140	90	690	662	210	130	1 002	300	250	170	720
Hong Kong Nang Yan College of Higher Education	-	-	-	-	-	-	-	-	300	-	-	300	300	-	-	300	90	120	40	250
Hong Kong Shue Yan University	-	1 200	-	1 200	-	1 200	-	1 200	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	160	-	-	160	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 882	-	40	1 922	1 800	-	-	1 800	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665
Pui Ching Academy	-	-	-	-	-	-	-	-	120	-	-	120	150	-	-	150	260	-	-	260
Sacred Heart Canossian College of Commerce	-	-	-	-	160	-	-	160	160	-	-	160	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	-	-	228	-	228	-	228	-	228	-	175	-	175	-	225	-	225
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 332	-	-	1 332	1 093	-	-	1 093	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 059	-	-	1 059	619	-	-	619	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	350	40	30	420	870	325	50	1 245	285	271	104	660	250	355	112	717	226	380	139	745
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 050	-	1 270	5 320	3 742	-	1 405	5 147	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-Year-first-degree	Top-up Degree	Total
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	900	1 184	824	2 908	1 045	1 064	678	2 787	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 957	-	-	2 957	2 068	-	-	2 068	3 901	-	55	3 956	4 220	50	200	4 470	4 220	50	292	4 562
Tung Wah College	-	-	-	-	200	200	55	455	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215
Vocational Training Council	4 945	-	-	4 945	3 450	-	335	3 785	5 510	210	775	6 495	5 056	495	1 235	6 786	3 740	660	2 340	6 740
Yew Chung Community College	31	-	-	31	20	-	-	20	220	-	-	220	420	-	-	420	180	-	-	180
YMCA College of Careers	-	-	-	-	-	-	-	-	105	-	-	105	40	-	-	40	90	-	-	90

**Notes:**

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	386	-	-	386	339	-	-	339	179	-	-	179	215	-	-	215	195	-	-	195
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	209	168	144	521
Caritas Institute of Higher Education	399	-	-	399	296	8	38	342	180	60	43	283	216	73	64	353	36	-	-	36
Centennial College	-	-	-	-	-	-	-	-	-	231	54	285	-	154	77	231	-	112	121	233
Chu Hai College of Higher Education	-	225	-	225	-	274	-	274	-	852	-	852	-	309	-	309	-	381	-	381
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	4 249	-	346	4 595	3 798	-	445	4 243	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 560	-	1 900	4 460
Hang Seng Management College	339	450	148	937	127	496	124	747	318	1 636	121	2 075	106	755	65	926	87	1 492	99	1 678
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
HKU SPACE Po Leung Kuk Community College	1 489	-	-	1 489	1 866	-	-	1 866	2 824	-	-	2 824	992	-	-	992	1 190	-	-	1 190
Hong Kong Adventist College <sup>[3]</sup>	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
Hong Kong Art School	69	-	-	69	46	-	-	46	93	68	-	161	54	42	-	96	60	50	-	110
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 513	-	494	3 007	2 290	-	562	2 852	2 853	-	672	3 525	1 750	-	693	2 443	1 873	136	977	2 986
Hong Kong College of Technology	507	-	-	507	387	-	-	387	206	-	-	206	336	-	-	336	376	-	-	376
Hong Kong Institute of Technology	132	106	-	238	172	70	-	242	476	51	62	589	587	71	127	785	219	267	105	591
Hong Kong Nang Yan College of Higher Education	-	-	-	-	-	-	-	-	12	-	-	12	20	-	-	20	5	7	15	27
Hong Kong Shue Yan University	-	1 256	-	1 256	-	1 277	-	1 277	-	1 354	-	1 354	-	1 495	-	1 495	-	1 274	-	1 274
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	14	-	-	14	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 829	-	40	1 869	1 998	-	-	1 998	3 514	-	-	3 514	1 333	-	-	1 333	628	-	-	628
Pui Ching Academy <sup>[4]</sup>	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	3	-	-	-	-
Sacred Heart Canossian College of Commerce	-	-	-	-	110	-	-	110	116	-	-	116	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	-	-	88	-	88	-	155	-	155	-	178	-	178	-	129	-	129
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 597	-	-	1 597	1 101	-	-	1 101	1 410	-	163	1 573	979	-	295	1 274	1 202	-	387	1 589
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 343	-	-	1 343	842	-	-	842	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	445	41	24	510	515	251	48	814	333	295	119	747	181	350	109	640	215	359	130	704
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 201	-	1 391	5 592	4 379	-	1 522	5 901	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 654	-	2 163	5 817

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41	-	41
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	642	1 115	891	2 648	823	1 141	1 037	3 001	495	1 481	951	2 927	626	264	920	1 810	856	1 727	1 342	3 925
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 430	-	-	3 430	2 333	-	-	2 333	5 181	-	39	5 220	2 532	57	230	2 819	2 989	55	438	3 482
Tung Wah College	-	-	-	-	274	35	24	333	274	464	112	850	231	475	165	871	81	394	180	655
Vocational Training Council	4 785	-	-	4 785	3 638	-	281	3 919	3 695	268	920	4 883	3 662	522	1 227	5 411	3 577	501	2 214	6 292
Yew Chung Community College	6	-	-	6	15	-	-	15	56	-	-	56	44	-	-	44	86	-	-	86
YMCA College of Careers	-	-	-	-	-	-	-	-	48	-	-	48	23	-	-	23	29	-	-	29

**Notes:**

[1] Provisional figures as at early October 2014. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[4] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” Indicates that no relevant programmes were offered by the institutions.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	Average Annual Tuition Fee (\$)														
	2010/11			2011/12			2012/13 <sup>[1]</sup>			2013/14 <sup>[1]</sup>			2014/15 <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	44,503 - 46,697	-	-	45,473 - 50,790	-	-	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	48,500	-	-
Caritas Institute of Higher Education	44,723 - 47,960	-	-	45,160 - 49,495	54,715	56,865	49,045 - 52,750	57,230	59,265	51,015 - 55,390	60,095 - 61,903	62,230	51,800 - 56,235	64,023 - 89,100	65,473 - 66,590
Centennial College	-	-	-	-	-	-	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000
Chu Hai College of Higher Education	-	49,000 - 50,500	-	-	53,000	-	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-
City University of Hong Kong and its School of Continuing and Professional Education <sup>[2]</sup> and Community College of City University	36,000 - 53,100	-	71,400 - 75,000	36,000 - 53,100	-	72,000 - 85,200	47,250 - 56,250	-	72,000 - 90,300	47,250 - 56,250	-	61,750 - 95,700	47,250 - 56,250	-	64,350 - 100,500
Hang Seng Management College	35,000 - 40,000	52,500	-	40,000	62,500	65,000	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	64,750	66,000
HKU SPACE Po Leung Kuk Community College	42,800 - 48,800	-	-	42,800 - 49,800	-	-	51,150	-	-	52,500	-	-	52,500	-	-
Hong Kong Adventist College	-	-	-	-	-	-	39,600	-	-	-	-	-	-	-	-
Hong Kong Art School <sup>[2]</sup>	40,500	-	-	40,500	-	-	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	36,000 - 50,000	-	63,000	36,000 - 50,000	-	63,000 - 67,200	48,750 - 58,720	-	63,000 - 69,300	48,750 - 66,978	-	63,000 - 82,500	47,250 - 55,000	58,720	50,463 - 108,000
Hong Kong College of Technology	36,225 - 41,200	-	-	36,895 - 40,800	-	-	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-
Hong Kong Institute of Technology <sup>[2]</sup>	32,400 - 42,120	42,120 - 43,080	42,120 - 45,000	32,400 - 42,120	42,120 - 43,080	42,120 - 45,000	35,800	42,120 - 45,000	42,120 - 45,000	37,400	45,000	45,000	42,000	57,533	55,000 - 58,800
Hong Kong Nang Yan College of Higher Education	-	-	-	-	-	-	38,000	-	-	38,000	-	-	38,000	60,000	60,000
Hong Kong Shue Yan University	-	49,000	-	-	55,000	-	-	55,000	-	-	55,000	-	-	60,000	-
Kaplan Business and Accountancy School	-	-	-	-	-	-	48,000	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	35,000 - 50,000	-	80,000	35,000 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-
Pui Ching Academy	-	-	-	-	-	-	39,000	-	-	41,000	-	-	41,000 -	-	-

Institution	Average Annual Tuition Fee (\$)														
	2010/11			2011/12			2012/13 <sup>[1]</sup>			2013/14 <sup>[1]</sup>			2014/15 <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
													44,000		
Sacred Heart Canossian College of Commerce	-	-	-	41,400	-	-	43,700	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>[2]</sup>	-	-	-	-	253,460	-	-	266,939	-	-	279,755	-	-	282,215	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong <sup>[2]</sup>	40,333 - 47,750	-	-	40,333 - 49,150	-	-	42,000 - 49,150	-	117,600	45,225 - 49,810	-	117,600	45,140 - 57,375	-	95,000 - 119,400
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	38,000 - 50,000	-	-	47,000 - 50,000	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	31,800 - 46,800	78,000	63,000	31,800 - 46,800	78,000 - 85,866	63,000	41,800 - 46,800	72,000 - 77,500	79,267 - 93,600	48,100	72,000 - 80,000	73,500 - 84,000	48,100 - 65,000	72,000 - 84,000	72,000 - 84,000
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	39,600 - 49,875	-	57,000 - 100,800	39,600 - 52,470	-	60,000 - 105,000	49,200 - 54,120	-	65,100 - 105,000	50,400 - 55,440	-	66,650 - 110,000	50,400 - 55,440	-	64,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	247,759	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>[2]</sup>	30,000 - 54,338	45,850 - 60,405	47,522 - 79,066	34,500 - 54,337	46,750 - 62,910	45,937 - 79,066	43,000 - 55,800	49,600 - 62,000	49,600 - 66,133	45,000 - 66,365	52,000 - 65,000	52,000 - 77,440	48,000 - 72,700	54,600 - 68,250	54,600 - 78,667
The University of Hong Kong - HKU SPACE & HKU SPACE Community College <sup>[2]</sup>	42,800 - 59,000	-	-	42,800 - 59,000	-	-	52,500 - 62,000	57,200	72,000	52,500 - 72,000	59,200	46,200 - 108,500	52,500 - 72,000	48,000	46,200 - 108,500
Tung Wah College	-	-	-	80,300	66,000	66,000	52,500 - 79,200	66,000 - 99,200	66,000 - 90,600	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600	52,500 - 76,250	66,000 - 108,800	42,000 - 90,600
Vocational Training Council <sup>[2]</sup>	37,100 - 43,300	-	-	42,000 - 44,800	-	68,250 - 69,000	46,500 - 47,750	66,150 - 75,900	55,000 - 75,400	46,500 - 47,750	66,150 - 75,900	57,800 - 75,400	48,600 - 49,800	66,000 - 79,200	58,700 - 86,800
Yew Chung Community College	40,000 - 51,000	-	-	40,000 - 51,000	-	-	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-
YMCA College of Careers	-	-	-	-	-	-	43,000	-	-	44,250	-	-	46,000	-	-

**Notes:**

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

"-" Denotes no related programmes were offered.



# Annex E

## Number of Locally Accredited Self-financing Taught Postgraduate Programmes, their Actual Intake and Total Tuition Fee by Institution from the 2010/11 to 2014/15 Academic Year

Institution	2010/11			2011/12			2012/13			2013/14			2014/15 #		
	No. of program-mes	Actual intake	Total Tuition Fee (\$)	No. of program-mes	Actual intake	Total Tuition Fee (\$)	No. of program-mes	Actual intake	Total Tuition Fee (\$)	No. of program-mes	Actual intake	Total Tuition Fee (\$)	No. of program-mes	Actual intake	Total Tuition Fee (\$)
City University of Hong Kong	63	2 650	NA	64	2 721	32,040 - 516,860	68	3 049	34,080 - 567,760	66	3 240	34,080 - 634,000	63	NA	34,080 - 677,310
Hong Kong Baptist University	56	1 493	NA	58	1 730	14,000 - 388,000	59	2 000	14,000 - 428,000	63	2 332	14,000 - 428,000	72	NA	65,000 - 428,000
Hong Kong Shue Yan University	2	24	NA	2	21	132,000	3	35	132,000	8	88	66,000 - 126,000	7	NA	66,000 - 126,000
Lingnan University	7	287	NA	7	310	49,000 - 105,000	9	337	55,000 - 120,000	8	232	55,000 - 120,000	9	NA	65,000 - 126,000
SCAD Foundation (Hong Kong) Limited	-	-	-	-	-	-	5	3	NA	7	6	NA	8	NA	258,324 - 532,149
The Chinese University of Hong Kong	165	4 713	NA	171	5 108	42,500 - 550,800	184	5 411	45,000 - 597,000	201	6 070	45,000 - 550,800	212	NA	50,000 - 550,800
The Hong Kong Academy for Performing Arts	10	54	NA	9	54	168,000 - 200,000	10	52	168,000 - 200,000	10	57	168,000 - 200,000	8	NA	168,000 - 200,000
The Hong Kong Institute of Education	10	443	NA	21	542	48,000 - 252,000	20	526	48,000 - 252,000	24	745	78,000 - 252,000	23	NA	78,000 - 273,600
The Hong Kong Polytechnic University	103	3 457	NA	91	3 476	67,800 - 556,000	96	3 358	81,000 - 556,000	103	3 729	81,000 - 634,000	155	NA	81,000 - 690,000
The Hong Kong University of Science and Technology	44	1 365	NA	42	1 388	43,260 - 638,000	43	1 425	45,000 - 688,000	50	1 575	45,000 - 738,000	54	NA	50,000 - 838,000
The Open University of Hong Kong	14	80	NA	15	60	40,600 - 208,000	21	101	40,600 - 208,000	16	81	45,200 - 200,000	32	NA	46,800 - 184,480
The University of Hong Kong	173	3 755	NA	181	4 175	23,000 - 1,038,024	162	4 212	24,030 - 1,095,120	169	4 568	12,400 - 975,312	191	NA	13,400 - 1,095,120

### Notes:

Taught postgraduate covers postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes, figures include both full-time and part-time mode of study.

Information on the tuition fees for the self-financing taught postgraduate programmes before the 2011/12 academic year is not available.

“-“ denotes no relevant programmes were offered in the academic year.

“#” denotes provisional figures.

NA denotes not available.

**Number of Locally Accredited Self-financing Research Postgraduate Programmes, their Actual Intake and Total Tuition Fee by Institution  
from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11			2011/12			2012/13			2013/14			2014/15 #		
	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)
Hong Kong Baptist University	-	-	-	1	5	144,000 – 216,000	3	3	144,000 – 252,600	7	8	144,000 – 252,600	4	NA	144,000 – 252,600
The Hong Kong University of Science and Technology	1	1	NA	2	12	84,000	1	43	160,000	1	38	160,000	1	NA	160,000
The University of Hong Kong	44	88	NA	45	63	151,500 – 227,250	47	71	151,500 – 227,250	55	97	151,500 – 227,250	58	NA	151,500 – 227,250

Notes:

Research postgraduate programmes include M Phil and PhD programmes and figures include both full-time and part-time mode of study. The tuition fees above are based on normal programme duration.

Information on the tuition fees for the self-financing research postgraduate programmes before the 2011/12 academic year is not available.

“-“ denotes no such programme offered in the academic year.

“#” denotes provisional figures.

NA denotes not available.

--END--

**CONTROLLING OFFICER'S REPLY****EDB455****(Question Serial No. 4102)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. Please provide the number and percentage of schools equipped with wireless internet (WiFi) facilities in the past 5 school years (2010/11 to 2014/15 school years) by district and by the categories of secondary, primary and special schools; and
2. In the past 5 school years (2010/11 to 2014/15 school years), how many schools were subsidised by the Government to install wireless internet (WiFi) facilities? How much public expenditure was involved in it? Please list in detail.

Asked by: Hon IP Kin-yuen (Member Question No. 63)Reply:

1. According to surveys conducted on information technology in education in 2012 and 2013, less than 10% of the public sector schools were sufficiently equipped with WiFi connectivity in the classroom to effectively use e-textbooks or e-learning resources. We do not have further updated figures on schools' WiFi infrastructure.
2. We have been providing all public sector schools with an annual recurrent Composite Information Technology (CITG) at amounts ranging from \$183,983 to \$632,781, depending on the school type and the number of classes. School can use the grant to cover expenditure such as Internet service fee, upgrading and replacement of IT facilities including WiFi equipment, purchase of digital resources materials for learning and teaching (including annual subscription/renewal fees for licences and software), etc. The amounts of CITG over the past five financial years are shown in the table below. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education and are not required to report to us on how they have used the grant. We therefore do not have the actual expenditure pertaining to the installation of WiFi equipment in schools.

	<b>Amount of CITG</b>
2010-11	\$292 million
2011-12	\$300 million
2012-13	\$335 million
2013-14	\$328 million
2014-15	\$341 million

- End -

**CONTROLLING OFFICER'S REPLY****EDB456****(Question Serial No. 4103)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information in the tables below:

(a) The numbers of cross-boundary students with both parents being Hong Kong permanent residents, one of the parents being non-Hong Kong permanent residents and both parents being non-Hong Kong permanent residents who attended local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district from 2010/11 to 2014/15 school years.

Table 1

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7	Sub-total
North																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tai Po																	
a. Both parents being																	

Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Yuen Long																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tuen Mun																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong																	

permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tsuen Wan																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Kwai Tsing																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	

Tung Chung																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Other Districts (Please specify)																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Total																	

(b) The numbers of cross-boundary students who were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district from 2010/11 to 2014/15 school years.

Table 2

	Numbers of cross-boundary students who were issued with education vouchers to attend local kindergartens			
	K1	K2	K3	Sub-total
North				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tai Po				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Yuen Long				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tuen Mun				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tsuen Wan				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Kwai Tsing				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tung Chung				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Other Districts (Please specify)				
a. Both parents being Hong Kong				



permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Total				

(c) The numbers of cross-boundary students diagnosed with special educational needs (SEN) and both parents being Hong Kong residents, one of the parents being non-Hong Kong residents and both parents being non-Hong Kong residents who attended local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district from 2010/11 to 2014/15 school years.

Table 3

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tai Po																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents																

being non-Hong Kong permanent residents																
Yuen Long																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tuen Mun																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tsuen Wan																
a. Both parents being																

Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Kwai Tsing																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tung Chung																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong																

Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Other Districts (Please specify)																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Total																

(d) According to the estimation of the Administration for the next five school years (2015/16 to 2019/20 school years), the numbers of cross-boundary students with both parents being Hong Kong residents, one of the parents being non-Hong Kong residents and both parents being non-Hong Kong residents who will attend local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district.

Table 4

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North																
a. Both parents being Hong Kong permanent residents																
b. One of the parents																

being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tai Po																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Yuen Long																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong																

permanent residents																
Tuen Mun																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tsuen Wan																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Kwai Tsing																
a. Both parents being Hong Kong permanent																

residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tung Chung																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Other Districts (Please specify)																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong																

permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Total																

(e) Please give a breakdown by 18 districts and by class level of the numbers of students with one of the parents being non-Hong Kong residents and both parents being non-Hong Kong residents who resided in Hong Kong in the past five school years (2010/11 to 2014/15 school years).

(f) In view of the increasing number of cross-boundary students or newly-arrived students from the Mainland, did the Administration increase the numbers of classes and teachers in schools from 2010/11 to 2014/15 school years? If yes, please list the number of classes and teachers increased and their respective class levels as well as the number of the schools involved and their respective districts? What is the amount of money involved?

Asked by: Hon IP Kin-yuen (Member Question No. 64)

Reply:

(a) The Education Bureau (EDB) does not collect information on the residency status of the parents of cross-boundary students (CBS). Hence, we are unable to provide the requested information.

(b) Under the Pre-primary Education Voucher Scheme (PEVS), every child, aged 2 years 8 months or above, as at end August prior to the commencing of the new school year, with right of abode, right to land or valid permission to remain without any condition of stay in Hong Kong, may apply for the Certificate of Eligibility. Children meeting the above criteria will be issued with the Certificate of Eligibility by the Student Finance Office of the Working Family and Student Financial Assistance Agency. We do not collect the figures of children issued with Certificate of Eligibility by the category of CBS and hence are unable to provide the information as requested.

(c) In designing the survey for collecting CBS figures, the information of residency status of the parents and the special educational needs of CBS is, among other variables, not the target item. Hence, we are unable to provide the information as requested.

(d) The number of CBS is subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, kindergarten (KG) education has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs. It is therefore not plausible to accurately project the overall number of CBS in the coming 5 school years and their geographical distribution.

(e) and (f) EDB does not collect information on the residency status of the parents of students and hence is unable to provide the number of students with breakdown by their parents' residency status. Eligible students, irrespective of whether they are CBS or newly-arrived students from the Mainland, may receive education in public sector schools if they so wish. The year-on-year changes in the total number of operating classes and the number of teachers are due to various factors such as the changes in school-age population by level and by district, parental choices, etc. It is not possible to segregate the impact of CBS and newly-arrived students from the Mainland from other concurrent developments. We are therefore not able to provide the number of additional classes and teachers arising solely from the increase of CBS and newly-arrived students from the Mainland.

- End -



**CONTROLLING OFFICER'S REPLY****EDB457****(Question Serial No. 4104)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Concerning the facilities at the land-based boundary control points for cross-boundary students:

(a) Please provide the number of cross-boundary students, and illustrate the situation of land boundary control points used daily by school coaches in the past 5 school years in the following tables:

Table 1

Control Points (CP)	School Year	Number of Cross-boundary Students				Number of Local / Cross-boundary School Coaches Carrying Cross-boundary Students			
		Kindergarten (including kindergarten -cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten -cum-child care centre)	Primary school	Secondary school	Sub-total
Shenzhen Bay Control Point (SZB CP)	2010/11								
	2011/12								
	2012/13								
	2013/14								
	2014/15								
Lok Ma Chau Control Point (LMC CP)	2010/11								
	2011/12								
	2012/13								
	2013/14								
	2014/15								
Man Kam To Control Point (MKT CP)	2010/11								
	2011/12								
	2012/13								
	2013/14								
	2014/15								
Sha Tau Kok Control Point (STK CP)	2010/11								
	2011/12								
	2012/13								
	2013/14								
	2014/15								
Lok Ma Chau	2010/11								
	2011/12								

Spur Line Control Point (LMCSL CP)	2012/13								
	2013/14								
	2014/15								
Lo Wu Control Point (LW CP)	2010/11								
	2011/12								
	2012/13								
	2013/14								
	2014/15								

Table 2

Control Points (CP)	Grade Level	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
Shenzhen Bay Control Point (SZB CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Lok Ma Chau Control Point (LMC CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Man Kam To Control Point (MKT CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					

	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Sha Tau Kok Control Point (STK CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Lok Ma Chau Spur Line Control Point (LMCSL CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Lo Wu Control Point (LW CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					

	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					

Table 3

Control Points (CP)	District	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
Shenzhen Bay Control Point (SZB CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Lok Ma Chau Control Point (LMC CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Man Kam To Control Point (MKT CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Sha Tau Kok Control Point (STK CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					

	Total					
Lok Ma Chau Spur Line Control Point (LMCSL CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Lo Wu Control Point (LW CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					

(b) Please provide the number of accidents concerning cross-boundary students in the area of the land-based boundary control points, e.g. injury from slip, in the past 5 years in the following table:

Table 4

Control Points (CP)	School Years	Number of Accidents Concerning Cross-boundary Students			Total
		Kindergarten Students	Primary Students	Secondary Students	
Shenzhen Bay Control Point (SZB CP)	2010/11				
	2011/12				
	2012/13				
	2013/14				
	2014/15				
Lok Ma Chau Control Point (LMC CP)	2010/11				
	2011/12				
	2012/13				
	2013/14				
	2014/15				
Man Kam To Control Point (MKT CP)	2010/11				
	2011/12				
	2012/13				
	2013/14				
	2014/15				
Sha Tau Kok Control Point (STK CP)	2010/11				
	2011/12				
	2012/13				
	2013/14				
	2014/15				
Lok Ma Chau Spur Line	2010/11				
	2011/12				
	2012/13				

Control Point (LMCSL CP)Control Point	2013/14				
	2014/15				
Lo Wu Control Point (LW CP)	2010/11				
	2011/12				
	2012/13				
	2013/14				
	2014/15				

(c) As there is an increasing number of cross-boundary students using boundary control points daily in recent years, what is being and what will be done by the Administration to upgrade or improve the facilities concerned? What is the amount involved?

Asked by: Hon IP Kin-yuen (Member Question No. 65)

Reply:

(a) The number of cross-boundary students (CBS) and local / cross-boundary school coaches by level using various land-based boundary control points from the 2010/11 to 2014/15 school years is as follows:

Table 1

Control Point (CP)	School Year	Number of Cross-boundary Students				Number of Local / Cross-boundary School Coaches Carrying Cross-boundary Students		
		Kindergarten (including kindergarten-cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten-cum-child care centre) and primary school	Secondary school	Sub-total
Shenzhen Bay Control Point (SZB CP)	2010/11	736	260	50	1 046	25	NA	25
	2011/12	1 567	466	94	2 127	43	NA	43
	2012/13	2 281	971	108	3 360	77	NA	77
	2013/14	3 159	1 920	123	5 202	102	NA	102
	2014/15	3 575	2 980	182	6 737	116	NA	116
Lok Ma Chau Control Point (LMC CP)	2010/11	107	318	63	488	10	NA	10
	2011/12	60	98	65	223	3	NA	3
	2012/13	335	279	98	712	12	NA	12
	2013/14	331	295	148	774	17	NA	17
	2014/15	393	550	119	1 062	19	NA	19
Man Kam To Control Point (MKT CP)	2010/11	28	315	9	352	10	NA	10
	2011/12	4	358	14	376	10	NA	10
	2012/13	0	610	9	619	13	NA	13
	2013/14	213	795	20	1 028	13	NA	13
	2014/15	323	1 004	70	1 397	26	NA	26

Control Point (CP)	School Year	Number of Cross-boundary Students				Number of Local / Cross-boundary School Coaches Carrying Cross-boundary Students		
		Kindergarten (including kindergarten-cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten-cum-child care centre) and primary school	Secondary school	Sub-total
Sha Tau Kok Control Point (STK CP)	2010/11	445	502	194	1 141	7	NA	7
	2011/12	412	469	163	1 044	8	NA	8
	2012/13	433	544	136	1 113	7	NA	7
	2013/14	387	582	155	1 124	8	NA	8
	2014/15	445	691	152	1 288	9	NA	9
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2010/11	1 432	1 485	432	3 349	17	NA	17
	2011/12	2 090	1 923	575	4 588	25	NA	25
	2012/13	2 814	2 462	725	6 001	29	NA	29
	2013/14	3 651	3 316	818	7 785	44	NA	44
	2014/15	3 997	4 090	934	9 021	46	NA	46
Lo Wu Control Point (LW CP)	2010/11	1 038	1 695	790	3 523	34	NA	34
	2011/12	1 575	1 962	970	4 507	34	NA	34
	2012/13	1 591	1 883	1 077	4 551	34	NA	34
	2013/14	1 545	2 173	1 240	4 958	34	NA	34
	2014/15	1 631	2 459	1 395	5 485	34	NA	34

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
  - (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary through the respective boundary CPs by various transportation means. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
  - (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.
  - (4) Local / cross-boundary school coach services are intended for CBS attending kindergartens and primary schools only. These coaches are allowed to carry eligible CBS from kindergartens and primary schools at the same time.

Table 2

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
Shenzhen Bay Control Point (SZB CP)	K1	308	647	837	1 145	1 237
	K2	271	513	834	1 064	1 262
	K3	157	407	610	950	1 076
	P1	107	220	541	913	1 230
	P2	52	95	218	557	851
	P3	50	53	85	244	521
	P4	23	55	57	101	227
	P5	16	25	47	62	90
	P6	12	18	23	43	61
	S1	17	26	27	36	57
	S2	10	26	24	20	34
	S3	6	14	30	27	26
	S4	10	11	14	23	31
	S5	5	9	10	11	24
	S6	0	8	3	6	10
	S7	2	0	NA	NA	NA
	Total	1 046	2 127	3 360	5 202	6 737
Lok Ma Chau Control Point (LMC CP)	K1	28	17	103	109	202
	K2	37	15	125	108	94
	K3	42	28	107	114	97
	P1	67	15	101	128	300
	P2	54	16	70	62	111
	P3	67	18	48	40	60
	P4	47	21	29	34	32
	P5	50	12	23	17	34
	P6	33	16	8	14	13
	S1	12	9	25	31	23
	S2	20	16	20	32	22
	S3	14	25	19	21	18
	S4	10	4	21	28	27
	S5	6	7	8	23	15
	S6	0	3	5	13	14



Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
	S7	1	1	NA	NA	NA
	Total	488	223	712	774	1 062
Man Kam To Control Point (MKT CP)	K1	14	0	0	98	143
	K2	7	1	0	64	109
	K3	7	3	0	51	71
	P1	91	122	251	354	371
	P2	77	79	147	247	296
	P3	55	60	86	118	175
	P4	43	56	67	44	107
	P5	34	31	36	17	39
	P6	15	10	23	15	16
	S1	4	4	1	6	16
	S2	3	5	2	6	13
	S3	1	3	2	1	17
	S4	1	0	3	2	13
	S5	0	1	1	1	5
	S6	0	1	0	4	6
	S7	0	0	NA	NA	NA
	Total	352	376	619	1 028	1 397
Sha Tau Kok Control Point (STK CP)	K1	143	141	139	113	140
	K2	166	132	145	142	151
	K3	136	139	149	132	154
	P1	82	110	122	150	159
	P2	71	71	118	108	145
	P3	89	72	83	111	118
	P4	88	75	77	75	117
	P5	83	77	73	70	84
	P6	89	64	71	68	68
	S1	55	29	22	39	30
	S2	33	42	30	22	25
	S3	37	23	34	25	21
	S4	27	23	20	39	18
	S5	32	19	16	16	35

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
	S6	5	26	14	14	23
	S7	5	1	NA	NA	NA
	Total	1 141	1 044	1 113	1 124	1 288
Lok Ma Chau Spur Line Control Point (LMCSL CP)	K1	543	713	941	1 258	1 354
	K2	454	723	982	1 243	1 363
	K3	435	654	891	1 150	1 280
	P1	362	576	832	1 079	1 128
	P2	277	386	521	809	1 025
	P3	236	290	371	503	818
	P4	222	282	296	402	512
	P5	229	201	240	276	338
	P6	159	188	202	247	269
	S1	143	150	222	209	232
	S2	94	127	148	202	193
	S3	73	97	119	142	196
	S4	64	82	111	123	131
	S5	48	65	60	82	108
	S6	8	45	65	60	74
	S7	2	9	NA	NA	NA
	Total	3 349	4 588	6 001	7 785	9 021
Lo Wu Control Point (LW CP)	K1	364	580	531	529	578
	K2	362	503	568	518	556
	K3	312	492	492	498	497
	P1	386	438	523	538	512
	P2	321	342	344	458	553
	P3	303	306	273	323	511
	P4	265	297	212	293	336
	P5	236	281	259	267	297
	P6	184	298	272	294	250
	S1	222	247	281	290	338
	S2	154	221	215	258	285
	S3	162	166	223	236	264
	S4	106	147	152	207	193

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
	S5	119	81	131	142	192
	S6	17	95	75	107	123
	S7	10	13	NA	NA	NA
	Total	3 523	4 507	4 551	4 958	5 485

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
  - (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary through the respective boundary CPs by various transportation means. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
  - (3) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class starting from the 2012/13 school year.

Table 3

Control Point (CP)	District	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
Shenzhen Bay Control Point (SZB CP)	North	5	16	20	17	37
	Tai Po	1	3	2	1	1
	Yuen Long	402	875	1 450	2 277	3 047
	Tuen Mun	638	1 232	1 887	2 907	3 632
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	1	0	0	0
	Tung Chung	NA	NA	0	0	4
	Others (Sha Tin and Wong Tai Sin)	0	0	1	0	16
	Total	1 046	2 127	3 360	5 202	6 737
Lok Ma Chau Control Point (LMC CP)	North	262	111	310	390	407
	Tai Po	122	0	55	7	20
	Yuen Long	104	108	247	275	432
	Tuen Mun	0	2	1	4	22
	Tsuen Wan	0	1	1	2	0
	Kwai Tsing	0	0	34	48	80
	Tung Chung	NA	NA	0	0	0
	Others (Sha Tin and Wong Tai Sin)	0	1	64	48	101
	Total	488	223	712	774	1 062
Man Kam To Control Point (MKT CP)	North	265	209	344	580	820
	Tai Po	87	164	275	446	510
	Yuen Long	0	1	0	0	67

Control Point (CP)	District	Number of Cross-boundary Students				
		2010/11	2011/12	2012/13	2013/14	2014/15
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	NA	NA	0	0	0
	Others (Sha Tin and Wong Tai Sin)	0	2	0	2	0
	Total	352	376	619	1 028	1 397
Sha Tau Kok Control Point (STK CP)	North	1 117	1 024	1 088	1 088	1 258
	Tai Po	22	18	23	35	27
	Yuen Long	0	1	0	0	0
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	NA	NA	0	0	1
	Others (Sha Tin and Wong Tai Sin)	2	1	2	1	2
	Total	1 141	1 044	1 113	1 124	1 288
Lok Ma Chau Spur Line Control Point (LMCSL CP)	North	2 545	3 403	4 270	5 143	5 714
	Tai Po	100	198	440	891	1 086
	Yuen Long	658	903	1 206	1 538	1 843
	Tuen Mun	2	3	4	20	55
	Tsuen Wan	0	1	2	0	1
	Kwai Tsing	0	2	3	1	2
	Tung Chung	NA	NA	29	54	71
	Others (Sha Tin and Wong Tai Sin)	44	78	47	138	249
	Total	3 349	4 588	6 001	7 785	9 021
Lo Wu Control Point (LW CP)	North	3 417	4 274	4 197	4 468	4 728
	Tai Po	84	217	319	425	649
	Yuen Long	4	3	8	15	13
	Tuen Mun	4	3	4	3	2
	Tsuen Wan	0	0	0	1	1
	Kwai Tsing	0	1	1	4	0
	Tung Chung	NA	NA	0	0	0
	Others (Sha Tin and Wong Tai Sin)	14	9	22	42	92
	Total	3 523	4 507	4 551	4 958	5 485

Notes: (1) Figures refer to the position as at September of the respective school years.

- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary through the respective boundary CPs by various transportation means. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.

(b) According to Police records, in 2014, there were two reported cases of accident at LMCSL CP, each involving minor injury of one CBS (kindergarten grade) as well as one reported case of accident at SZB CP involving minor injury of three CBS (kindergarten grade). For years before 2014, figures and breakdown are not readily available.

(c) The Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using the above land-based boundary control points. These measures include allowing local school buses to gain access to the LW and LMCSL CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the LMC, MKT, STK and SZB CPs; implementation of simplified clearance services at the LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs. The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

**CONTROLLING OFFICER'S REPLY****EDB458****(Question Serial No. 4105)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Concerning the number of and related measures for cross-boundary students (CBS):

- (a) Please provide in the following tables the number of cross-boundary students attending secondary schools, primary schools and kindergartens in each district and the total number of school places in each of these districts from the 2010/11 to 2014/15 school years.

Table 1

	Number of cross-boundary students				
	2010/11	2011/12	2012/13	2013/14	2014/15
North District					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Tai Po					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Yuen Long					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					

Tuen Mun					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Tsuen Wan					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Kwai Tsing					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Tung Chung					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Other districts (Please specify)					
a.Kindergarten (including child care centres)					
b.Primary school					
c.Secondary school					
Total					

Table 2

	Number of cross-boundary students															
District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North District																
Tai Po																

Yuen Long																
Tuen Mun																
Tsuen Wan																
Kwai Tsing																
Tung Chung																
Other Districts(Please specify)																
Total																

Table 3a

	Number of CBS in kindergarten (including child care centres) (percentages)				Number of kindergarten (including child care centres) places			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North District								
Tai Po								
Yuen Long								
Tuen Mun								
Tsuen Wan								
Kwai Tsing								
Tung Chung								
Other Districts (Please specify)								



Table 3b

	Number of CBS in primary schools (percentages)							Number of primary school places							
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total	
North District															
Tai Po															
Yuen Long															
Tuen Mun															
Tsuen Wan															
Kwai Tsing															
Tung Chung															
Other Districts(Please specify)															

Table 3c

	Number of CBS in secondary schools (percentages)								Number of secondary school places							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North District																
Tai Po																
Yuen Long																
Tuen Mun																
Tsuen Wan																
Kwai Tsing																
Tung Chung																
Other Districts(Please specify)																

Table 3d

	Total number of CBS (percentages)				Total number of school places			
	Kindergarten (including child care centres)	Primary schools	Secondary schools	Sub-total	Kindergarten (including child care centres)	Primary schools	Secondary schools	Sub-total
North District								
Tai Po								
Yuen Long								
Tuen Mun								
Tsuen Wan								
Kwai Tsing								
Tung Chung								
Other Districts (Please specify)								

- (b) As the number of cross-boundary students is increasing in recent years, what is being and what will be done by the Administration to upgrade or improve supporting facilities in schools? What is the amount involved?

Asked by: Hon IP Kin-yuen (Member Question No. 66)

Reply:

- (a) The number of cross-boundary students (CBS) attending kindergartens (including kindergarten-cum-child care centres), primary schools and secondary schools in Hong Kong and the number of school places in the respective districts from the 2010/11 to 2014/15 school years as requested are tabulated below.

Table 1

Number of CBS by district and by school level from the 2010/11 to 2014/15 school years

	2010/11	2011/12	2012/13	2013/14	2014/15
<b>North</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	2 787	3 677	4 281	4 908	5 379
b. Primary school	3 619	3 928	4 379	4 996	5 590

	2010/11	2011/12	2012/13	2013/14	2014/15
c. Secondary school	1 205	1 432	1 569	1 782	1 995
<b>Tai Po</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	29	67	190	340	391
b. Primary school	248	351	669	1 130	1 496
c. Secondary school	139	182	255	335	406
<b>Yuen Long</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	514	1 070	1 653	2 235	2 500
b. Primary school	513	625	1 012	1 590	2 609
c. Secondary school	141	196	246	280	293
<b>Tuen Mun</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	454	892	1 265	1 679	1 893
b. Primary school	158	305	578	1 181	1 712
c. Secondary school	32	43	53	74	106
<b>Tsuen Wan</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	0	0	0	1	0
b. Primary school	0	0	0	1	1
c. Secondary school	0	2	3	1	1
<b>Kwai Tsing</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	0	1	34	44	80
b. Primary school	0	3	2	7	2
c. Secondary school	0	0	2	2	0
<b>Tung Chung</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	NA	NA	29	54	69
b. Primary school	NA	NA	0	0	6
c. Secondary school	NA	NA	0	0	1
<b>Other districts (Sha Tin and Wong Tai Sin)</b>					
a. Kindergarten (including kindergarten-cum-child care centre)	2	1	2	25	52
b. Primary school	37	64	109	176	358
c. Secondary school	21	26	25	30	50
<b>Total</b>	<b>9 899</b>	<b>12 865</b>	<b>16 356</b>	<b>20 871</b>	<b>24 990</b>

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) “NA” indicates that no data were collected from schools in the district in respective school years.

**Table 2**

Number of CBS by district and by class level from the 2010/11 to 2014/15 school years

(i) School Year: 2010/11

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	988	934	865	814	674	634	564	533	400	353	256	236	151	166	27	16
Tai Po	11	7	11	74	44	34	38	32	26	38	22	26	30	20	1	2
Yuen Long	221	187	106	117	89	100	75	73	59	47	26	22	26	17	2	1
Tuen Mun	179	169	106	75	34	28	10	8	3	9	6	4	7	6	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other district (Sha Tin)	1	0	1	15	11	4	1	2	4	6	4	5	4	1	0	1
<b>Total</b>	<b>1 400</b>	<b>1 297</b>	<b>1 089</b>	<b>1 095</b>	<b>852</b>	<b>800</b>	<b>688</b>	<b>648</b>	<b>492</b>	<b>453</b>	<b>314</b>	<b>293</b>	<b>218</b>	<b>210</b>	<b>30</b>	<b>20</b>

(ii) School Year: 2011/12

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	1 334	1 191	1 152	936	730	635	618	511	498	326	342	257	214	134	139	20
Tai Po	19	31	17	141	68	42	29	39	32	73	37	23	21	13	14	1
Yuen Long	380	374	316	225	104	83	100	63	50	53	45	33	23	23	17	2
Tuen Mun	364	291	237	146	68	35	34	12	10	7	11	9	5	6	5	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Kwai Tsing	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0
Other district (Sha Tin)	1	0	0	33	19	4	4	1	3	6	2	6	4	4	3	1
<b>Total</b>	<b>2 098</b>	<b>1 887</b>	<b>1 723</b>	<b>1 481</b>	<b>989</b>	<b>799</b>	<b>786</b>	<b>627</b>	<b>594</b>	<b>465</b>	<b>437</b>	<b>328</b>	<b>267</b>	<b>182</b>	<b>178</b>	<b>24</b>

**Table 2 (Cont'd)**

(iii) School Year: 2012/13

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 443	1 534	1 304	1 184	900	698	573	534	490	411	300	318	243	176	121
Tai Po	59	61	70	382	129	65	36	22	35	83	65	45	31	18	13
Yuen Long	585	568	500	439	232	108	84	87	62	60	61	49	34	21	21
Tuen Mun	446	467	352	318	128	55	40	28	9	16	8	14	8	4	3
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
Kwai Tsing	7	8	19	0	0	0	0	1	1	0	0	0	0	1	1
Tung Chung	9	16	4	0	0	0	0	0	0	0	0	0	0	0	0
Other district (Sha Tin)	2	0	0	47	29	20	5	6	2	8	5	1	4	6	1
<b>Total</b>	<b>2 551</b>	<b>2 654</b>	<b>2 249</b>	<b>2 370</b>	<b>1 418</b>	<b>946</b>	<b>738</b>	<b>678</b>	<b>599</b>	<b>578</b>	<b>439</b>	<b>427</b>	<b>321</b>	<b>226</b>	<b>162</b>

(iv) School Year: 2013/14

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 674	1 679	1 555	1 388	1 069	806	667	530	536	423	385	297	312	207	158
Tai Po	152	97	91	508	359	131	62	43	27	96	79	70	44	28	18
Yuen Long	791	748	696	658	420	230	129	80	73	65	56	62	47	30	20
Tuen Mun	592	573	514	538	343	147	70	48	35	19	13	15	16	7	4
Tsuen Wan	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0
Kwai Tsing	17	13	14	2	1	0	1	1	2	1	0	0	0	0	1
Tung Chung	20	16	18	0	0	0	0	0	0	0	0	0	0	0	0
Other district (Sha Tin)	6	13	6	68	49	25	19	7	8	7	7	8	3	2	3
<b>Total</b>	<b>3 252</b>	<b>3 139</b>	<b>2 895</b>	<b>3 162</b>	<b>2 241</b>	<b>1 339</b>	<b>949</b>	<b>709</b>	<b>681</b>	<b>611</b>	<b>540</b>	<b>452</b>	<b>422</b>	<b>275</b>	<b>204</b>

**Table 2 (Cont'd)**

(v) School Year: 2014/15

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 974	1 758	1 647	1 217	1 347	1 070	821	629	506	483	397	390	255	279	191
Tai Po	109	176	106	470	452	354	126	55	39	86	93	84	74	43	26
Yuen Long	848	855	797	1 147	623	423	220	116	80	80	53	47	52	40	21
Tuen Mun	627	685	581	672	493	305	135	63	44	31	18	15	22	13	7
Tsuen Wan	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Kwai Tsing	49	18	13	0	0	0	0	0	2	0	0	0	0	0	0
Tung Chung	23	29	17	5	0	0	1	0	0	1	0	0	0	0	0
Other districts (Sha Tin and Wong Tai Sin)	24	14	14	189	66	51	28	18	6	15	11	6	10	4	4
<b>Total</b>	<b>3 654</b>	<b>3 535</b>	<b>3 175</b>	<b>3 700</b>	<b>2 981</b>	<b>2 203</b>	<b>1 331</b>	<b>882</b>	<b>677</b>	<b>696</b>	<b>572</b>	<b>542</b>	<b>413</b>	<b>379</b>	<b>250</b>

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class under local curriculum starting from the 2012/13 school year.

**Table 3a**

Number of CBS and school places in kindergartens (including kindergarten-cum-child care centres) by district and by class level from the 2010/11 to 2014/15 school years

(i) School Year: 2010/11

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	988 (28.8%)	934 (28.4%)	865 (26.3%)	<b>2 787 (27.9%)</b>	3 425	3 291	3 285	<b>10 001</b>
Tai Po	11 (0.5%)	7 (0.3%)	11 (0.6%)	<b>29 (0.5%)</b>	2 201	2 092	1 960	<b>6 253</b>
Yuen Long	221 (4.0%)	187 (3.6%)	106 (2.1%)	<b>514 (3.3%)</b>	5 505	5 260	4 948	<b>15 713</b>
Tuen Mun	179 (4.2%)	169 (4.1%)	106 (2.8%)	<b>454 (3.7%)</b>	4 249	4 073	3 843	<b>12 165</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>	2 316	2 175	2 194	<b>6 685</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>	4 279	4 217	4 234	<b>12 730</b>
Tung Chung	NA	NA	NA	<b>NA</b>	921	1 033	972	<b>2 926</b>
Other district (Sha Tin)	1 (0.0%)	0 (0.0%)	1 (0.0%)	<b>2 (0.0%)</b>	4 854	4 553	4 324	<b>13 731</b>



**Table 3a (Cont'd)**

(ii) School Year: 2011/12

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 334 (35.4%)	1 191 (33.0%)	1 152 (33.1%)	<b>3 677</b> <b>(33.8%)</b>	3 773	3 608	3 484	<b>10 865</b>
Tai Po	19 (0.8%)	31 (1.4%)	17 (0.9%)	<b>67</b> <b>(1.1%)</b>	2 261	2 163	1 930	<b>6 354</b>
Yuen Long	380 (6.7%)	374 (6.7%)	316 (6.1%)	<b>1 070</b> <b>(6.5%)</b>	5 635	5 568	5 211	<b>16 414</b>
Tuen Mun	364 (8.6%)	291 (6.9%)	237 (6.0%)	<b>892</b> <b>(7.2%)</b>	4 222	4 191	3 948	<b>12 361</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 437	2 235	2 162	<b>6 834</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	1 (0.0%)	<b>1</b> <b>(0.0%)</b>	4 092	4 240	4 042	<b>12 374</b>
Tung Chung	NA	NA	NA	<b>NA</b>	876	989	943	<b>2 808</b>
Other district (Sha Tin)	1 (0.0%)	0 (0.0%)	0 (0.0%)	<b>1</b> <b>(0.0%)</b>	4 857	4 783	4 169	<b>13 809</b>

**Table 3a (Cont'd)**

(iii) School Year: 2012/13

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 443 (37.3%)	1 534 (38.9%)	1 304 (35.0%)	<b>4 281</b> <b>(37.1%)</b>	3 872	3 947	3 730	<b>11 549</b>
Tai Po	59 (2.7%)	61 (2.7%)	70 (3.4%)	<b>190</b> <b>(2.9%)</b>	2 160	2 300	2 036	<b>6 496</b>
Yuen Long	585 (10.5%)	568 (9.7%)	500 (8.8%)	<b>1 653</b> <b>(9.7%)</b>	5 549	5 840	5 656	<b>17 045</b>
Tuen Mun	446 (10.5%)	467 (10.8%)	352 (8.6%)	<b>1 265</b> <b>(10.0%)</b>	4 230	4 327	4 080	<b>12 637</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 445	2 429	2 278	<b>7 152</b>
Kwai Tsing	7 (0.2%)	8 (0.2%)	19 (0.5%)	<b>34</b> <b>(0.3%)</b>	3 971	4 080	3 996	<b>12 047</b>
Tung Chung	9 (1.0%)	16 (1.7%)	4 (0.5%)	<b>29</b> <b>(1.1%)</b>	897	918	820	<b>2 635</b>
Other district (Sha Tin)	2 (0.0%)	0 (0.0%)	0 (0.0%)	<b>2</b> <b>(0.0%)</b>	4 931	4 906	4 503	<b>14 340</b>

**Table 3a (Cont'd)**

(iv) School Year: 2013/14

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 674 (40.5%)	1 679 (41.8%)	1 555 (38.1%)	<b>4 908</b> <b>(40.1%)</b>	4 136	4 014	4 078	<b>12 228</b>
Tai Po	152 (5.8%)	97 (4.4%)	91 (4.2%)	<b>340</b> <b>(4.8%)</b>	2 612	2 221	2 183	<b>7 016</b>
Yuen Long	791 (13.2%)	748 (12.8%)	696 (11.8%)	<b>2 235</b> <b>(12.6%)</b>	5 984	5 858	5 897	<b>17 739</b>
Tuen Mun	592 (13.4%)	573 (12.9%)	514 (12.2%)	<b>1 679</b> <b>(12.8%)</b>	4 420	4 426	4 224	<b>13 070</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	1 (0.0%)	<b>1</b> <b>(0.0%)</b>	2 471	2 400	2 362	<b>7 233</b>
Kwai Tsing	17 (0.4%)	13 (0.3%)	14 (0.4%)	<b>44</b> <b>(0.4%)</b>	4 178	4 067	3 840	<b>12 085</b>
Tung Chung	20 (2.2%)	16 (1.8%)	18 (2.2%)	<b>54</b> <b>(2.1%)</b>	917	869	831	<b>2 617</b>
Other district (Sha Tin)	6 (0.1%)	13 (0.3%)	6 (0.1%)	<b>25</b> <b>(0.2%)</b>	5 387	5 049	4 668	<b>15 104</b>

**Table 3a (Cont'd)**

(v) School Year: 2014/15

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 974 (41.9%)	1 758 (41.3%)	1 647 (39.8%)	<b>5 379</b> <b>(41.0%)</b>	4 716	4 257	4 141	<b>13 114</b>
Tai Po	109 (4.2%)	176 (7.0%)	106 (5.2%)	<b>391</b> <b>(5.4%)</b>	2 602	2 529	2 056	<b>7 187</b>
Yuen Long	848 (13.5%)	855 (13.9%)	797 (13.8%)	<b>2 500</b> <b>(13.7%)</b>	6 291	6 134	5 791	<b>18 216</b>
Tuen Mun	627 (12.5%)	685 (15.0%)	581 (13.5%)	<b>1 893</b> <b>(13.7%)</b>	5 005	4 562	4 295	<b>13 862</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 793	2 338	2 366	<b>7 497</b>
Kwai Tsing	49 (1.1%)	18 (0.4%)	13 (0.3%)	<b>80</b> <b>(0.7%)</b>	4 381	4 047	3 750	<b>12 178</b>
Tung Chung	23 (2.6%)	29 (3.2%)	17 (2.2%)	<b>69</b> <b>(2.7%)</b>	884	897	784	<b>2 565</b>
Other district (Sha Tin and Wong Tai Sin)	24 (0.3%)	14 (0.2%)	14 (0.2%)	<b>52</b> <b>(0.2%)</b>	8 709	7 959	7 493	<b>24 161</b>

Notes:

(1) Figures refer to the position as at September of the respective school years.

**Table 3a (Cont'd)**

Notes:

- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively. “NA” indicates that no data were collected from schools in the district in respective school years.
- (3) Figures on school places do not include vacant classrooms and vacant child care centre portions. Special schools are excluded.

**Table 3b**

Number of CBS and school places in primary schools by district and by class level from the 2010/11 to 2014/15 school years

(i) School Year: 2010/11

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	814 (30.0%)	674 (25.1%)	634 (22.3%)	564 (19.4%)	533 (17.5%)	400 (13.6%)	<b>3 619 (21.1%)</b>	2 710	2 685	2 840	2 905	3 043	2 952	<b>17 135</b>
Tai Po	74 (3.8%)	44 (2.3%)	34 (1.7%)	38 (1.7%)	32 (1.4%)	26 (1.2%)	<b>248 (2.0%)</b>	1 924	1 899	1 969	2 177	2 220	2 191	<b>12 380</b>
Yuen Long	117 (2.8%)	89 (2.0%)	100 (2.1%)	75 (1.4%)	73 (1.3%)	59 (1.0%)	<b>513 (1.7%)</b>	4 252	4 344	4 805	5 262	5 703	5 859	<b>30 225</b>
Tuen Mun	75 (2.4%)	34 (1.1%)	28 (0.8%)	10 (0.3%)	8 (0.2%)	3 (0.1%)	<b>158 (0.7%)</b>	3 085	3 155	3 405	3 743	4 115	3 961	<b>21 464</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>	2 025	2 055	2 195	2 341	2 481	2 403	<b>13 500</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>	2 999	3 094	3 365	3 687	3 963	3 734	<b>20 842</b>
Tung Chung	NA	NA	NA	NA	NA	NA	<b>NA</b>	620	700	750	768	896	864	<b>4 598</b>
Other district (Sha Tin)	15 (0.4%)	11 (0.3%)	4 (0.1%)	1 (0.0%)	2 (0.0%)	4 (0.1%)	<b>37 (0.1%)</b>	4 113	4 167	4 337	4 819	5 130	5 087	<b>27 653</b>

**Table 3b (Cont'd)**

(ii) School Year: 2011/12

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	936 (33.1%)	730 (26.7%)	635 (23.4%)	618 (21.8%)	511 (17.3%)	498 (16.1%)	<b>3 928 (22.9%)</b>	2 830	2 735	2 710	2 840	2 950	3 088	<b>17 153</b>
Tai Po	141 (6.9%)	68 (3.6%)	42 (2.2%)	29 (1.4%)	39 (1.8%)	32 (1.4%)	<b>351 (2.9%)</b>	2 046	1 904	1 904	2 004	2 157	2 245	<b>12 260</b>
Yuen Long	225 (5.2%)	104 (2.5%)	83 (1.9%)	100 (2.1%)	63 (1.2%)	50 (0.9%)	<b>625 (2.2%)</b>	4 324	4 237	4 354	4 755	5 272	5 713	<b>28 655</b>
Tuen Mun	146 (4.6%)	68 (2.2%)	35 (1.1%)	34 (1.0%)	12 (0.3%)	10 (0.2%)	<b>305 (1.5%)</b>	3 202	3 077	3 097	3 470	3 752	4 146	<b>20 744</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>	2 041	2 024	2 055	2 195	2 373	2 504	<b>13 192</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	<b>3 (0.0%)</b>	3 049	2 999	3 094	3 580	3 662	3 988	<b>20 372</b>
Tung Chung	NA	NA	NA	NA	NA	NA	<b>NA</b>	575	620	700	750	768	896	<b>4 309</b>
Other district (Sha Tin)	33 (0.8%)	19 (0.5%)	4 (0.1%)	4 (0.1%)	1 (0.0%)	3 (0.1%)	<b>64 (0.2%)</b>	4 316	4 125	4 167	4 427	4 783	5 076	<b>26 894</b>

**Table 3b (Cont'd)**

(iii) School Year: 2012/13

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 184 (39.8%)	900 (31.8%)	698 (25.5%)	573 (21.1%)	534 (18.8%)	490 (16.5%)	<b>4 379</b> <b>(25.7%)</b>	2 975	2 830	2 735	2 710	2 840	2 970	<b>17 060</b>
Tai Po	382 (16.4%)	129 (6.4%)	65 (3.4%)	36 (1.9%)	22 (1.1%)	35 (1.7%)	<b>669</b> <b>(5.5%)</b>	2 323	2 011	1 909	1 909	1 971	2 110	<b>12 233</b>
Yuen Long	439 (9.3%)	232 (5.4%)	108 (2.6%)	84 (1.9%)	87 (1.8%)	62 (1.2%)	<b>1 012</b> <b>(3.7%)</b>	4 700	4 303	4 220	4 335	4 710	5 192	<b>27 460</b>
Tuen Mun	318 (8.9%)	128 (3.9%)	55 (1.7%)	40 (1.3%)	28 (0.8%)	9 (0.2%)	<b>578</b> <b>(2.8%)</b>	3 591	3 279	3 145	3 165	3 575	3 829	<b>20 584</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 038	2 040	2 016	2 058	2 203	2 383	<b>12 738</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	<b>2</b> <b>(0.0%)</b>	3 104	3 024	2 999	3 094	3 580	3 687	<b>19 488</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	525	575	620	700	750	768	<b>3 938</b>
Other district (Sha Tin)	47 (1.0%)	29 (0.7%)	20 (0.5%)	5 (0.1%)	6 (0.1%)	2 (0.0%)	<b>109</b> <b>(0.4%)</b>	4 511	4 349	4 150	4 167	4 423	4 698	<b>26 298</b>



**Table 3b (Cont'd)**

(iv) School Year: 2013/14

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 388 (39.4%)	1 069 (33.5%)	806 (27.5%)	667 (24.4%)	530 (19.6%)	536 (18.9%)	<b>4 996 (27.9%)</b>	3 527	3 187	2 931	2 735	2 710	2 840	<b>17 930</b>
Tai Po	508 (20.2%)	359 (15.7%)	131 (6.5%)	62 (3.3%)	43 (2.3%)	27 (1.4%)	<b>1 130 (9.0%)</b>	2 514	2 289	2 011	1 904	1 899	1 974	<b>12 591</b>
Yuen Long	658 (12.9%)	420 (8.9%)	230 (5.3%)	129 (3.1%)	80 (1.8%)	73 (1.5%)	<b>1 590 (5.8%)</b>	5 091	4 719	4 321	4 217	4 339	4 720	<b>27 407</b>
Tuen Mun	538 (13.6%)	343 (9.5%)	147 (4.5%)	70 (2.2%)	48 (1.5%)	35 (1.0%)	<b>1 181 (5.7%)</b>	3 958	3 610	3 289	3 149	3 169	3 579	<b>20 754</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	<b>1 (0.0%)</b>	2 124	2 037	2 037	2 012	2 070	2 195	<b>12 475</b>
Kwai Tsing	2 (0.1%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.1%)	<b>7 (0.0%)</b>	3 345	3 192	3 112	2 999	3 094	3 580	<b>19 322</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>	525	550	575	620	700	750	<b>3 720</b>
Other district (Sha Tin)	68 (1.4%)	49 (1.1%)	25 (0.6%)	19 (0.5%)	7 (0.2%)	8 (0.2%)	<b>176 (0.7%)</b>	4 823	4 523	4 328	4 179	4 240	4 455	<b>26 548</b>

**Table 3b (Cont'd)**

(v) School Year: 2014/15

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 217 (39.1%)	1 347 (38.2%)	1 070 (33.6%)	821 (28.0%)	629 (23.0%)	506 (18.7%)	<b>5 590</b> <b>(30.7%)</b>	3 115	3 527	3 187	2 931	2 735	2 710	<b>18 205</b>
Tai Po	470 (18.0%)	452 (18.6%)	354 (15.5%)	126 (6.3%)	55 (2.9%)	39 (2.0%)	<b>1 496</b> <b>(11.4%)</b>	2 614	2 434	2 284	2 011	1 909	1 909	<b>13 161</b>
Yuen Long	1 147 (19.7%)	623 (12.3%)	423 (9.0%)	220 (5.1%)	116 (2.7%)	80 (1.8%)	<b>2 609</b> <b>(9.2%)</b>	5 828	5 084	4 709	4 309	4 222	4 339	<b>28 491</b>
Tuen Mun	672 (15.7%)	493 (12.5%)	305 (8.4%)	135 (4.1%)	63 (2.0%)	44 (1.4%)	<b>1 712</b> <b>(8.0%)</b>	4 285	3 958	3 618	3 289	3 149	3 193	<b>21 492</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	<b>1</b> <b>(0.0%)</b>	2 110	2 125	2 041	2 066	2 041	2 055	<b>12 438</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	<b>2</b> <b>(0.0%)</b>	3 361	3 239	3 196	3 024	2 999	3 094	<b>18 913</b>
Tung Chung	5 (1.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	<b>6</b> <b>(0.2%)</b>	526	547	572	597	646	700	<b>3 588</b>
Other districts (Sha Tin and Wong Tai Sin)	189 (2.2%)	66 (0.8%)	51 (0.7%)	28 (0.4%)	18 (0.3%)	6 (0.1%)	<b>358</b> <b>(0.8%)</b>	8 454	7 980	7 527	7 181	7 009	7 068	<b>45 219</b>

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively. "NA" indicates that no data were collected from schools in the district in respective school years.

**Table 3b (Cont'd)**

Notes:

- (3) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary primary schools are included and special schools are excluded.

**Table 3c**

Number of CBS and school places in secondary schools by district and by class level from the 2010/11 to 2014/15 school years

(i) School Year: 2010/11

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	353 (10.4%)	256 (7.2%)	236 (6.4%)	151 (3.9%)	166 (4.2%)	27 (2.2%)	16 (1.2%)	<b>1 205</b> <b>(5.7%)</b>	3 391	3 551	3 712	3 830	3 964	1 250	1 300	<b>20 998</b>
Tai Po	38 (1.3%)	22 (0.7%)	26 (0.7%)	30 (0.8%)	20 (0.5%)	1 (0.1%)	2 (0.1%)	<b>139</b> <b>(0.7%)</b>	3 024	3 324	3 639	3 876	3 920	1 530	1 522	<b>20 835</b>
Yuen Long	47 (0.7%)	26 (0.4%)	22 (0.3%)	26 (0.3%)	17 (0.2%)	2 (0.1%)	1 (0.0%)	<b>141</b> <b>(0.3%)</b>	6 690	6 982	7 356	7 691	8 332	2 812	2 661	<b>42 524</b>
Tuen Mun	9 (0.2%)	6 (0.1%)	4 (0.1%)	7 (0.1%)	6 (0.1%)	0 (0.0%)	0 (0.0%)	<b>32</b> <b>(0.1%)</b>	5 580	6 080	6 639	7 080	7 120	2 130	2 130	<b>36 759</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 196	2 394	2 519	2 520	2 519	767	780	<b>13 695</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	4 968	5 358	5 720	5 960	5 960	1 890	1 890	<b>31 746</b>
Tung Chung	NA	NA	NA	NA	NA	NA	NA	<b>NA</b>	1 070	1 102	1 150	1 230	1 302	378	390	<b>6 622</b>
Other district (Sha Tin)	6 (0.1%)	4 (0.1%)	5 (0.1%)	4 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	<b>21</b> <b>(0.0%)</b>	7 182	7 778	8 138	8 489	8 598	3 535	3 406	<b>47 126</b>

**Table 3c (Cont'd)**

(ii) School Year: 2011/12

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	326 (11.3%)	342 (10.1%)	257 (7.2%)	214 (5.7%)	134 (3.5%)	139 (3.5%)	20 (1.5%)	<b>1 432</b> <b>(6.3%)</b>	2 887	3 400	3 561	3 725	3 845	3 964	1 319	<b>22 701</b>
Tai Po	73 (2.7%)	37 (1.2%)	23 (0.7%)	21 (0.6%)	13 (0.3%)	14 (0.4%)	1 (0.1%)	<b>182</b> <b>(0.8%)</b>	2 696	2 970	3 281	3 598	3 840	3 920	1 450	<b>21 755</b>
Yuen Long	53 (0.9%)	45 (0.7%)	33 (0.5%)	23 (0.3%)	23 (0.3%)	17 (0.2%)	2 (0.1%)	<b>196</b> <b>(0.4%)</b>	5 795	6 704	7 029	7 538	7 853	8 231	2 772	<b>45 922</b>
Tuen Mun	7 (0.1%)	11 (0.2%)	9 (0.1%)	5 (0.1%)	6 (0.1%)	5 (0.1%)	0 (0.0%)	<b>43</b> <b>(0.1%)</b>	4 932	5 580	6 080	6 680	7 080	7 118	2 130	<b>39 600</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	<b>2</b> <b>(0.0%)</b>	1 872	2 196	2 394	2 520	2 519	2 519	767	<b>14 787</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	4 356	4 957	5 345	5 720	5 960	5 960	1 890	<b>34 188</b>
Tung Chung	NA	NA	NA	NA	NA	NA	NA	<b>NA</b>	936	1 080	1 100	1 217	1 285	1 327	390	<b>7 335</b>
Other district (Sha Tin)	6 (0.1%)	2 (0.0%)	6 (0.1%)	4 (0.0%)	4 (0.0%)	3 (0.0%)	1 (0.0%)	<b>26</b> <b>(0.1%)</b>	6 655	7 199	7 783	8 178	8 488	8 655	3 552	<b>50 510</b>

**Table 3c (Cont'd)**

(iii) School Year: 2012/13

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	411 (14.1%)	300 (10.4%)	318 (9.4%)	243 (6.9%)	176 (4.8%)	121 (3.1%)	-	<b>1 569 (7.7%)</b>	2 924	2 884	3 390	3 526	3 700	3 927	0	<b>20 351</b>
Tai Po	83 (3.0%)	65 (2.4%)	45 (1.5%)	31 (0.9%)	18 (0.5%)	13 (0.3%)	-	<b>255 (1.3%)</b>	2 736	2 736	3 023	3 324	3 600	3 800	0	<b>19 219</b>
Yuen Long	60 (1.0%)	61 (1.1%)	49 (0.7%)	34 (0.5%)	21 (0.3%)	21 (0.3%)	-	<b>246 (0.6%)</b>	5 753	5 776	6 667	7 144	7 634	8 183	0	<b>41 157</b>
Tuen Mun	16 (0.3%)	8 (0.2%)	14 (0.2%)	8 (0.1%)	4 (0.1%)	3 (0.0%)	-	<b>53 (0.1%)</b>	5 016	4 992	5 616	6 111	6 647	7 082	0	<b>35 464</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	2 (0.1%)	-	<b>3 (0.0%)</b>	1 872	1 872	2 177	2 394	2 519	2 519	0	<b>13 353</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	-	<b>2 (0.0%)</b>	4 356	4 356	4 968	5 358	5 720	5 960	0	<b>30 718</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	<b>0 (0.0%)</b>	912	912	1 056	1 115	1 238	1 273	0	<b>6 506</b>
Other district (Sha Tin)	8 (0.1%)	5 (0.1%)	1 (0.0%)	4 (0.1%)	6 (0.1%)	1 (0.0%)	-	<b>25 (0.1%)</b>	6 650	6 696	7 229	7 789	8 284	8 656	369	<b>45 673</b>

**Table 3c (Cont'd)**

(iv) School Year: 2013/14

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	423 (15.1%)	385 (13.2%)	297 (10.3%)	312 (9.2%)	207 (5.9%)	158 (4.1%)	-	<b>1 782 (9.2%)</b>	2 808	2 921	2 888	3 392	3 524	3 815	20	<b>19 368</b>
Tai Po	96 (3.6%)	79 (2.9%)	70 (2.6%)	44 (1.4%)	28 (0.8%)	18 (0.5%)	-	<b>335 (1.8%)</b>	2 642	2 740	2 740	3 044	3 344	3 604	0	<b>18 114</b>
Yuen Long	65 (1.2%)	56 (1.0%)	62 (1.1%)	47 (0.7%)	30 (0.4%)	20 (0.3%)	-	<b>280 (0.7%)</b>	5 435	5 799	5 771	6 759	7 166	7 705	0	<b>38 635</b>
Tuen Mun	19 (0.4%)	13 (0.3%)	15 (0.3%)	16 (0.3%)	7 (0.1%)	4 (0.1%)	-	<b>74 (0.2%)</b>	4 688	5 016	4 992	5 616	6 112	6 675	26	<b>33 125</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	-	<b>1 (0.0%)</b>	1 777	1 872	1 872	2 196	2 394	2 495	0	<b>12 606</b>
Kwai Tsing	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	-	<b>2 (0.0%)</b>	4 114	4 356	4 356	4 968	5 358	5 720	0	<b>28 872</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	<b>0 (0.0%)</b>	875	912	912	1 098	1 174	1 224	0	<b>6 195</b>
Other district (Sha Tin)	7 (0.1%)	7 (0.1%)	8 (0.1%)	3 (0.0%)	2 (0.0%)	3 (0.0%)	-	<b>30 (0.1%)</b>	6 531	6 825	6 867	7 372	8 112	8 449	399	<b>44 555</b>

**Table 3c (Cont'd)**

(v) School Year: 2014/15

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	483 (17.0%)	397 (14.1%)	390 (13.3%)	255 (8.8%)	279 (8.2%)	191 (5.4%)	-	<b>1 995</b> <b>(10.8%)</b>	2 839	2 809	2 928	2 893	3 417	3 547	20	<b>18 453</b>
Tai Po	86 (3.2%)	93 (3.5%)	84 (3.1%)	74 (2.7%)	43 (1.4%)	26 (0.8%)	-	<b>406</b> <b>(2.4%)</b>	2 687	2 642	2 740	2 740	3 044	3 323	0	<b>17 176</b>
Yuen Long	80 (1.4%)	53 (1.0%)	47 (0.8%)	52 (0.9%)	40 (0.6%)	21 (0.3%)	-	<b>293</b> <b>(0.8%)</b>	5 526	5 456	5 770	5 839	6 763	7 164	0	<b>36 518</b>
Tuen Mun	31 (0.7%)	18 (0.4%)	15 (0.3%)	22 (0.4%)	13 (0.2%)	7 (0.1%)	-	<b>106</b> <b>(0.3%)</b>	4 645	4 688	5 016	4 992	5 616	6 110	25	<b>31 092</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	-	<b>1</b> <b>(0.0%)</b>	1 806	1 780	1 872	1 872	2 196	2 394	0	<b>11 920</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	<b>0</b> <b>(0.0%)</b>	4 163	4 114	4 356	4 356	4 968	5 358	0	<b>27 315</b>
Tung Chung	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	<b>1</b> <b>(0.0%)</b>	897	881	918	960	1 110	1 132	0	<b>5 898</b>
Other district (Sha Tin and Wong Tai Sin)	15 (0.1%)	11 (0.1%)	6 (0.1%)	10 (0.1%)	4 (0.0%)	4 (0.0%)	-	<b>50</b> <b>(0.1%)</b>	10 117	10 074	10 539	10 480	11 458	12 414	394	<b>65 476</b>

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively. "NA" indicates that no data were collected from schools in the district in respective school years.



**Table 3c (Cont'd)**

Notes:

- (3) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary secondary day schools are included, and special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses are excluded.
- (4) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class under local curriculum starting from the 2012/13 school year.

**Table 3d**

Number of CBS and school places in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by school level from the 2010/11 to 2014/15 school years

(i) School Year: 2010/11

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	2 787 (27.9%)	3 619 (21.1%)	1 205 (5.7%)	<b>7 611</b> <b>(15.8%)</b>	10 001	17 135	20 998	<b>48 134</b>
Tai Po	29 (0.5%)	248 (2.0%)	139 (0.7%)	<b>416</b> <b>(1.1%)</b>	6 253	12 380	20 835	<b>39 468</b>
Yuen Long	514 (3.3%)	513 (1.7%)	141 (0.3%)	<b>1 168</b> <b>(1.3%)</b>	15 713	30 225	42 524	<b>88 462</b>
Tuen Mun	454 (3.7%)	158 (0.7%)	32 (0.1%)	<b>644</b> <b>(0.9%)</b>	12 165	21 464	36 759	<b>70 388</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	6 685	13 500	13 695	<b>33 880</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	12 730	20 842	31 746	<b>65 318</b>
Tung Chung	NA	NA	NA	<b>NA</b>	2 926	4 598	6 622	<b>14 146</b>
Other district (Sha Tin)	2 (0.0%)	37 (0.1%)	21 (0.0%)	<b>60</b> <b>(0.1%)</b>	13 731	27 653	47 126	<b>88 510</b>

**Table 3d (Cont'd)**

(ii) School Year: 2011/12

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	3 677 (33.8%)	3 928 (22.9%)	1 432 (6.3%)	<b>9 037</b> <b>(17.8%)</b>	10 865	17 153	22 701	<b>50 719</b>
Tai Po	67 (1.1%)	351 (2.9%)	182 (0.8%)	<b>600</b> <b>(1.5%)</b>	6 354	12 260	21 755	<b>40 369</b>
Yuen Long	1 070 (6.5%)	625 (2.2%)	196 (0.4%)	<b>1 891</b> <b>(2.1%)</b>	16 414	28 655	45 922	<b>90 991</b>
Tuen Mun	892 (7.2%)	305 (1.5%)	43 (0.1%)	<b>1 240</b> <b>(1.7%)</b>	12 361	20 744	39 600	<b>72 705</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	2 (0.0%)	<b>2</b> <b>(0.0%)</b>	6 834	13 192	14 787	<b>34 813</b>
Kwai Tsing	1 (0.0%)	3 (0.0%)	0 (0.0%)	<b>4</b> <b>(0.0%)</b>	12 374	20 372	34 188	<b>66 934</b>
Tung Chung	NA	NA	NA	<b>NA</b>	2 808	4 309	7 335	<b>14 452</b>
Other district (Sha Tin)	1 (0.0%)	64 (0.2%)	26 (0.1%)	<b>91</b> <b>(0.1%)</b>	13 809	26 894	50 510	<b>91 213</b>

**Table 3d (Cont'd)**

(iii) School Year: 2012/13

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	4 281 (37.1%)	4 379 (25.7%)	1 569 (7.7%)	<b>10 229 (20.9%)</b>	11 549	17 060	20 351	<b>48 960</b>
Tai Po	190 (2.9%)	669 (5.5%)	255 (1.3%)	<b>1 114 (2.9%)</b>	6 496	12 233	19 219	<b>37 948</b>
Yuen Long	1 653 (9.7%)	1 012 (3.7%)	246 (0.6%)	<b>2 911 (3.4%)</b>	17 045	27 460	41 157	<b>85 662</b>
Tuen Mun	1 265 (10.0%)	578 (2.8%)	53 (0.1%)	<b>1 896 (2.8%)</b>	12 637	20 584	35 464	<b>68 685</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	3 (0.0%)	<b>3 (0.0%)</b>	7 152	12 738	13 353	<b>33 243</b>
Kwai Tsing	34 (0.3%)	2 (0.0%)	2 (0.0%)	<b>38 (0.1%)</b>	12 047	19 488	30 718	<b>62 253</b>
Tung Chung	29 (1.1%)	0 (0.0%)	0 (0.0%)	<b>29 (0.2%)</b>	2 635	3 938	6 506	<b>13 079</b>
Other district (Sha Tin)	2 (0.0%)	109 (0.4%)	25 (0.1%)	<b>136 (0.2%)</b>	14 340	26 298	45 673	<b>86 311</b>

**Table 3d (Cont'd)**

(iv) School Year: 2013/14

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	4 908 (40.1%)	4 996 (27.9%)	1 782 (9.2%)	<b>11 686</b> <b>(23.6%)</b>	12 228	17 930	19 368	<b>49 526</b>
Tai Po	340 (4.8%)	1 130 (9.0%)	335 (1.8%)	<b>1 805</b> <b>(4.8%)</b>	7 016	12 591	18 114	<b>37 721</b>
Yuen Long	2 235 (12.6%)	1 590 (5.8%)	280 (0.7%)	<b>4 105</b> <b>(4.9%)</b>	17 739	27 407	38 635	<b>83 781</b>
Tuen Mun	1 679 (12.8%)	1 181 (5.7%)	74 (0.2%)	<b>2 934</b> <b>(4.4%)</b>	13 070	20 754	33 125	<b>66 949</b>
Tsuen Wan	1 (0.0%)	1 (0.0%)	1 (0.0%)	<b>3</b> <b>(0.0%)</b>	7 233	12 475	12 606	<b>32 314</b>
Kwai Tsing	44 (0.4%)	7 (0.0%)	2 (0.0%)	<b>53</b> <b>(0.1%)</b>	12 085	19 322	28 872	<b>60 279</b>
Tung Chung	54 (2.1%)	0 (0.0%)	0 (0.0%)	<b>54</b> <b>(0.4%)</b>	2 617	3 720	6 195	<b>12 532</b>
Other district (Sha Tin)	25 (0.2%)	176 (0.7%)	30 (0.1%)	<b>231</b> <b>(0.3%)</b>	15 104	26 548	44 555	<b>86 207</b>

**Table 3d (Cont'd)**

(v) School Year: 2014/15

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	5 379 (41.0%)	5 590 (30.7%)	1 995 (10.8%)	<b>12 964</b> <b>(26.0%)</b>	13 114	18 205	18 453	<b>49 772</b>
Tai Po	391 (5.4%)	1 496 (11.4%)	406 (2.4%)	<b>2 293</b> <b>(6.1%)</b>	7 187	13 161	17 176	<b>37 524</b>
Yuen Long	2 500 (13.7%)	2 609 (9.2%)	293 (0.8%)	<b>5 402</b> <b>(6.5%)</b>	18 216	28 491	36 518	<b>83 225</b>
Tuen Mun	1 893 (13.7%)	1 712 (8.0%)	106 (0.3%)	<b>3 711</b> <b>(5.6%)</b>	13 862	21 492	31 092	<b>66 446</b>
Tsuen Wan	0 (0.0%)	1 (0.0%)	1 (0.0%)	<b>2</b> <b>(0.0%)</b>	7 497	12 438	11 920	<b>31 855</b>
Kwai Tsing	80 (0.7%)	2 (0.0%)	0 (0.0%)	<b>82</b> <b>(0.1%)</b>	12 178	18 913	27 315	<b>58 406</b>
Tung Chung	69 (2.7%)	6 (0.2%)	1 (0.0%)	<b>76</b> <b>(0.6%)</b>	2 565	3 588	5 898	<b>12 051</b>
Other districts (Sha Tin and Wong Tai Sin)	52 (0.2%)	358 (0.8%)	50 (0.1%)	<b>460</b> <b>(0.3%)</b>	24 161	45 219	65 476	<b>134 856</b>

Notes:

(1) Figures refer to the position as at September of the respective school years.

**Table 3d (Cont'd)**

## Notes:

- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The surveys of the 2010/11 and 2011/12 school years covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to cover Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively. “NA” indicates that no data were collected from schools in the district in respective school years.
- (3) Figures on school places in kindergartens (including kindergarten-cum-child care centres) do not include special schools. Vacant classrooms and vacant child care centre portions are excluded. .
- (4) Figures on school places in primary schools and secondary schools refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary primary and secondary day schools are included, and special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses are excluded.

- (b) Alteration and conversion works have been / are being conducted in six primary schools in the North District and two primary schools in Yuen Long with a view to providing additional classrooms and other facilities for improving the physical condition of the schools concerned. Renovation works to a vacant school premises in Yuen Long is being carried out for setting up a time-limited aided primary school with a maximum provision of 30 classrooms. The total project estimate for these improvement works is \$177 million. At the same time, the construction of a 36-classroom primary school in Fanling Area 36 for reprovisioning an existing 27-classroom primary school in the North District would start in June 2015 following funding approval of the project cost at \$417.2 million by the Finance Committee of the Legislative Council at the meeting on 27 February 2015.

- End -



**CONTROLLING OFFICER'S REPLY****EDB459****(Question Serial No. 4453)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

At present, how many funds and scholarship schemes are available under the various authorities administered by the Secretary for Education, such as the Education Bureau, Student Financial Assistance Agency and University Grants Committee? Please give a breakdown of these funds and scholarship schemes by their years of establishment, aims and assessors as well as their balances, incomes, expenditures and numbers of beneficiaries in each of the past 5 years (i.e. from 2010/11 to 2014/15 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 79)

Reply:

Information on the scholarship schemes and funds under the purview of the Education Bureau and scholarship schemes with secretariat support from the Working Family and Student Financial Assistance Agency and the Research Grants Council under the aegis of the University Grants Committee are at the annex. In addition to the scholarship funds listed in the table, the Agency also provided advice to a number of private and/or statutory scholarship funds like the Sir Robert Black Trust Fund and the Grantham Scholarship Funds.

# Scholarships under the Purview of the Education Bureau and Scholarships with Secretarial Support from the Working Family and Student Financial Assistance Agency and the Research Grants Council

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Education Scholarships Fund	1956	A total of 181 scholarships have been established under the Fund, with the aim of giving due recognition to meritorious students from primary to tertiary levels.  (Note : Distribution of new awards have been suspended for majority of the scholarship schemes in 2011/12, 2012/13 and 2014/15 because the surplus of the Fund has been insufficient to cover the disbursement of another round of new awards. Most awards	Distributed according to the terms and conditions set by individual donors. Most recipients are nominated by schools and institutions, while the rest are based on the results of the best performers at public examinations. The nominations / recommendations	2010/11	0.69	0.04	0.27	517
				2011/12	0.67 <sup>1</sup>	0.08	0.09	109
				2012/13	0.66 <sup>1</sup>	0.08	0.09	93
				2013/14	0.49 <sup>1</sup>	0.08	0.25	490

<sup>1</sup> Capital remained at \$5.83 million from 2010/11 to 2014/15.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
		distributed in those three years were renewal awards.)	are then endorsed by the Education Scholarships Fund Committee.	2014/15 <sup>2</sup>	0.44 <sup>1</sup>	0.03	0.08	88
HKSAR Government Scholarship Fund	2008	To attract outstanding local and non-local students to pursue publicly-funded higher education in Hong Kong and to stay in Hong Kong after graduation;  To recognise the achievements of outstanding local and non-local students, with a view to attracting them to stay in	Participating institutions <sup>3</sup> according to the stipulated selection criteria of the Fund.	2010/11	1,285.6	68.2	32.6	514
				2011/12	2,305 <sup>4</sup>	55	35	657
				2012/13	2,313 <sup>5</sup>	62	74	2 837

<sup>2</sup> Estimated figures only.

<sup>3</sup> Participating institutions of the HKSAR Government Scholarship Fund are the eight University Grants Committee-funded institutions (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Hong Kong Institute of Education, the Hong Kong Polytechnic University, the Hong Kong University of Science and Technology, and the University of Hong Kong), the Hong Kong Academy for Performing Arts, and the Vocational Training Council.

<sup>4</sup> An additional injection of \$1 billion was made in August 2012.

<sup>5</sup> Including an injection of \$20 million in 2012/13.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
		Hong Kong after graduation; and		2013/14	2,432	214	95	4 075
		To promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.		2014/15	2,377 <sup>6</sup>	50 <sup>6</sup>	105 <sup>6</sup>	4 700 <sup>7</sup>

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<sup>6</sup> Estimates for school year 2014/15. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

<sup>7</sup> The above figure covers the recipients of the HKSAR Government Scholarship Scheme, Targeted Scholarship Scheme and Endeavour Merit Award and estimated figures for Talent Development Scholarship (TDS) and Reaching Out Award (ROA) which are still under processing by institutions for 2014/15 academic year.

Hong Kong PhD Fellowship Scheme	2009	To attract the best and brightest students in the world to pursue PhD programmes in the University Grants Committee -funded institutions in Hong Kong.	Applications are made to the Research Grants Council. Individual University Grants Committee -funded institutions may conduct interviews with applicants where necessary. Two Selection Panels of the Scheme are formed by the Research Grants Council, and shortlisted applications, subject to their areas of studies, will be reviewed by one of the two Selection Panels with experts in the relevant broad areas.	2010/11	NA	26.5 <sup>8</sup>	26.5	106
				2011/12	NA	55.5 <sup>8</sup>	55.5	222 <sup>9</sup>
				2012/13	NA	96.8 <sup>8</sup>	96.8	387 <sup>9</sup>
				2013/14	NA	105.5 <sup>8</sup>	105.5	422 <sup>9</sup>
				2014/15	NA	129.8 <sup>8</sup>	129.8	519 <sup>9</sup>

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<sup>8</sup> Expenditure of the Scheme is funded by recurrent grants from the University Grants Committee.

<sup>9</sup> Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

Scholarship for Prospective English Teachers	2010	To attract persons proficient in English to pursue relevant local bachelor degree programmes and/or teacher training programmes to become English Language teachers.	Selection boards comprising school heads, representatives of school sponsoring bodies and EDB representatives.	2010/11	NA	2.52	2.52	48
				2011/12	NA	4.32	4.32	84 <sup>10</sup>
				2012/13	NA	7.95	7.95	156 <sup>10</sup>
				2013/14	NA	8.97	8.97	176 <sup>10</sup>
				2014/15 <sup>11</sup>	NA	9.11	9.11	181 <sup>10</sup>
Self-financing Post-secondary Education Fund	2011	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.	Steering Committee of the Fund	2010/11 <sup>12</sup>	-	-	-	-
				2011/12 <sup>13</sup>	3,485	22	37	1 290
				2012/13 <sup>13</sup>	3,491 <sup>14</sup>	45	59	2 599
				2013/14 <sup>13</sup>	3,701	313	103	3 545

<sup>10</sup> Including new awardees and awardees from previous years who continue to receive the scholarship.

<sup>11</sup> Estimated figures only.

<sup>12</sup> The Fund was set up on 26 August 2011.

<sup>13</sup> Based on audited accounts ending 31 August of the relevant year.

<sup>14</sup> Includes an injection of \$20 million in the 2012/13 academic year.

				2014/15 <sup>15</sup>	3,661	75	115 <sup>16</sup>	_ <sup>16</sup>
Sir Edward Youde Memorial Fund	1987	To provide for and encourage the education of, or research by the people of Hong Kong. The Fund has in operation 9 award schemes to encourage academic pursuit at various levels from senior secondary to postgraduate students, with or without special education needs, and from apprentices to working adults.	Award recipients of various schemes are either selected by interview boards or nominations from schools / institutions / educational bodies and the recommendations endorsed by the Fund's Council.	2010/11	34.28 <sup>17</sup>	11.65	8.24	897
				2011/12	23.4 <sup>17</sup>	1.52	12.4	866
				2012/13	23.04 <sup>17</sup>	7.06	7.42	914
				2013/14	19.67 <sup>17</sup>	4.55	7.92	917
				2014/15 <sup>18</sup>	14.9 <sup>17</sup>	2.42	7.19	473

<sup>15</sup> Estimates for school year 2014/15. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

<sup>16</sup> The expenditure includes \$5.1 million grants to approved projects under the Quality Enhancement Support Scheme of the Fund. We expect to disburse \$72 million of scholarships and awards to 4 139 students later in the 2014/15 academic year.

<sup>17</sup> Excluding the capital which cannot be used for disbursement of awards.

<sup>18</sup> Estimated figures only.

## Funds under the purview of the Education Bureau

Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Education Development Fund (EDF)	2004	<p>The EDF was set up in July 2004 with a grant of \$550 million to provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives;</p> <p>In January 2012, the Legislative Council approved the injection of a sum of \$550 million into the EDF to continue providing support to the school sector for five years from the 2012/13 school year for</p>	<p>The Advisory Committee on the Education Development Fund which comprises frontline teachers, principals, academics and community members has been set up since August 2004 to advise on the operation of the Fund and the implementation of the SBPS Programmes.</p>	2010/11	163.1	1.9	68.7	505 <sup>19</sup>
				2011/12	653.0	556.0	66.1	509 <sup>19</sup>
				2012/13	596.5	8.8	65.3	580 <sup>19</sup>
				2013/14	509.8	7.4	94.1	549 <sup>19</sup>

<sup>19</sup> No of schools including kindergartens, primary schools, secondary schools and special schools. For the 2014/15 school year, it is an estimated figure.



Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
		making necessary adjustments arising from the education reform initiatives through SBPS Programmes.		2014/15	474.7 <sup>20</sup>	3.2 <sup>20</sup>	38.3 <sup>20</sup>	590 <sup>19</sup>
Language Fund (LF)	1994	To provide financial support for projects and activities aimed at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	Standing Committee on Language Education and Research	2010/11	1,508.9	20.7	492.5	281 297 <sup>21</sup>
				2011/12	1,002.1	21.0	527.8	42 948 <sup>21</sup>
				2012/13	858.6	13.1	156.6	135 094 <sup>21</sup>
				2013/14	5,932.4	5,092.8 <sup>22</sup>	19.0	120 285 <sup>21</sup>
				2014/15 <sup>23</sup>	6,005.7	89.3	16.0	178 622 <sup>21</sup>

<sup>20</sup> Provisional figures for the 2014/15 school year up to 31 January 2015.

<sup>21</sup> Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of individual covers both school sector (such as students, teachers and parents) and non-school sectors (such as working adults).

<sup>22</sup> The income included \$5 billion injection to the LF in March 2014.

<sup>23</sup> Position as at end January 2015.

Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Quality Education Fund (QEF)	1998	The QEF finances projects for the promotion of quality school education in Hong Kong.	The QEF Steering Committee	2010/11	6,732	435	126	417 800 <sup>24</sup>
				2011/12	6,924	296	104	496 732 <sup>24</sup>
				2012/13	7,455	633	102	341 114 <sup>24</sup>
				2013/14	8,259	926	122	419 894 <sup>24</sup>
				2014/15	8,269 <sup>25</sup>	160 <sup>25</sup>	150	33 405 <sup>24,26</sup>
Research Endowment Fund	2009	To support research at the University Grants	Peer review mechanism	2010/11	19,917	1,164	675	839 <sup>27</sup>

<sup>24</sup> The Beneficiaries may include teachers, students and parents.

<sup>25</sup> Estimates for 2014/15 school year. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

<sup>26</sup> Position as at end January 2015.

<sup>27</sup> Research teams.

Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
(REF)		Committee -funded institutions (from the investment income of the \$20 billion portion) and the local self-financing degree awarding institutions (from the investment income of the \$3 billion portion).	involving expert reviewers and assessment panels formed under the Research Grants Council.	2011/12 <sup>28</sup>	25,318 <sup>29</sup>	1,190	789	919 <sup>27</sup>
				2012/13 <sup>28</sup>	25,959	1,304	663	1 028 <sup>27</sup>
				2013/14 <sup>28</sup>	26,131	1,036	864	1 179 <sup>27</sup>
				2014/15 <sup>28</sup>	NA <sup>30</sup>	NA <sup>30</sup>	NA <sup>30</sup>	NA <sup>30</sup>
Hong Kong Scholarship for Excellence Scheme (HKSES) <sup>31</sup>	2014	To support local students to pursue studies outside Hong Kong with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's	A Steering Committee (SC) was set up to advise the Administration on the policy, strategy and administration of the HKSES. Interview panels will be set up by the SC	NA <sup>31</sup>	NA <sup>31</sup>	NA <sup>31</sup>	NA <sup>31</sup>	NA <sup>31</sup>

<sup>28</sup> The accounting period for the Fund runs from 1 September to 31 August of the following year.

<sup>29</sup> A further \$5 billion was injected into the REF in 2012.

<sup>30</sup> Information is not yet available.

<sup>31</sup> The HKSES will benefit three cohorts of students starting from the 2015/16 academic year and then be subject to a review on its effectiveness.

Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
		<p>competitiveness as Asia's World City in a globalised knowledge economy; and</p> <p>To support those students who have excellent academic achievement but lack the financial means to study in top-notch universities outside Hong Kong.</p>	<p>to interview and assess shortlisted applicants. Selection of the final awardees will rest with the SC having regard to the assessment given by the interview panels on individual applicants.</p>					

- End -

**CONTROLLING OFFICER'S REPLY****EDB460****(Question Serial No. 4455)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please list the following information by education institutions and programmes in the past 5 years (i.e. 2010/11 to 2014/15 academic years):

- (a) The number of student application and place of origin for UGC-funded taught postgraduate programmes and self-financing taught postgraduate programmes at each UGC-funded institution.
- (b) The number of intake and place of origin for UGC-funded taught postgraduate programmes and self-financing taught postgraduate programmes at each UGC-funded institution.
- (c) The number of student application and place of origin for UGC-funded research postgraduate programmes and self-financing research postgraduate programmes at each UGC-funded institution.
- (d) The number of intake and place of origin for UGC-funded research postgraduate programmes and self-financing research postgraduate programmes at each UGC-funded institution.

Asked by: Hon IP Kin-yuen (Member Question No. 81)

- (a) Information on the number of applications and place of origin of applicants of UGC-funded and self-financing taught postgraduate (TPg) programmes is not available.
- (b) Student intakes of UGC-funded TPg programmes, by institution and place of origin, from the 2010/11 to 2014/15 academic years are at Annex A. Student intakes of self-financing TPg programmes offered by UGC-funded institutions, by institution and place of origin, from the 2010/11 to 2013/14 academic years are at Annex B. Figures for the 2014/15 academic year are not yet available.

(c) & (d)

The number of applications and student intakes of UGC-funded research postgraduate (RPg) programmes, by institution and place of origin, from the 2010/11 to 2014/15 academic years are at Annex C.

Information on the number of applications and place of origin of applicants of self-financing RPg programmes is not available. Student intakes of self-financing RPg programmes offered by UGC-funded institutions, by institution and place of origin, from the 2010/11 to 2013/14 academic years are at Annex D. Figures for the 2014/15 academic year are not yet available.

**Student Intakes of UGC-funded Taught Postgraduate Programmes  
by Institution and Place of Origin, 2010/11 to 2014/15**

(Headcount)

Academic Year	Institution	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2010/11	CityU	48	2	2	52
	HKBU	275	1	-	276
	CUHK	610	8	4	622
	HKIEd	532	8	-	540
	HKU	650	15	14	679
	<b>Total</b>	<b>2 115</b>	<b>34</b>	<b>20</b>	<b>2 169</b>
2011/12	CityU	43	6	4	53
	HKBU	293	2	-	295
	CUHK	790	4	3	797
	HKIEd	493	10	2	505
	PolyU	14	-	-	14
	HKU	616	17	12	645
	<b>Total</b>	<b>2 249</b>	<b>39</b>	<b>21</b>	<b>2 309</b>
2012/13	CityU	45	3	5	53
	HKBU	238	-	-	238
	CUHK	633	6	2	641
	HKIEd	493	5	1	499
	HKU	621	27	16	664
	<b>Total</b>	<b>2 030</b>	<b>41</b>	<b>24</b>	<b>2 095</b>
2013/14	CityU	48	4	1	53
	HKBU	228	-	-	228
	CUHK	667	6	2	675
	HKIEd	482	4	1	487
	PolyU	15	-	-	15
	HKU	538	42	15	595
	<b>Total</b>	<b>1 978</b>	<b>56</b>	<b>19</b>	<b>2 053</b>
2014/15 <sup>#</sup>	CityU	45	4	4	53
	HKBU	243	-	-	243
	CUHK	664	1	-	665
	HKIEd	553	3	-	556
	HKU	601	23	16	640
	<b>Total</b>	<b>2 106</b>	<b>31</b>	<b>20</b>	<b>2 157</b>

## Notes:

1. Statistics on the number of applications of taught postgraduate programmes are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. '-' denotes nil.
4. # The student intakes for the 2014/15 academic year are provisional figures.
5. Abbreviations:

CityU City University of Hong Kong

HKBU Hong Kong Baptist University

LU Lingnan University

CUHK The Chinese University of Hong Kong

HKIEd The Hong Kong Institute of Education

PolyU The Hong Kong Polytechnic University

HKUST The Hong Kong University of Science and Technology

HKU The University of Hong Kong

**Student Intakes of Self-financing Taught Postgraduate Programmes Offered by UGC-funded Institutions  
by Institution and Place of Origin, 2010/11 to 2013/14**

Academic Year	Institution	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2010/11	CityU	1 857	724	69	2 650
	CUHK	3 452	1 151	110	4 713
	HKBU	928	547	18	1 493
	HKIEd	311	130	2	443
	HKU	2 999	607	149	3 755
	HKUST	583	524	258	1 365
	LU	170	111	6	287
	PolyU	2 564	862	31	3 457
	<b>Total</b>	<b>12 864</b>	<b>4 656</b>	<b>643</b>	<b>18 163</b>
2011/12	CityU	1 520	1 134	67	2 721
	CUHK	3 464	1 508	136	5 108
	HKBU	884	818	28	1 730
	HKIEd	336	202	4	542
	HKU	3 160	764	251	4 175
	HKUST	483	636	269	1 388
	LU	175	132	3	310
	PolyU	2 288	1 130	58	3 476
	<b>Total</b>	<b>12 310</b>	<b>6 324</b>	<b>816</b>	<b>19 450</b>
2012/13	CityU	1 402	1 569	78	3 049
	CUHK	3 222	2 084	105	5 411
	HKBU	764	1 207	29	2 000
	HKIEd	271	253	2	526
	HKU	2 894	1 079	239	4 212
	HKUST	389	734	302	1 425
	LU	173	159	5	337
	PolyU	1 965	1 346	47	3 358
	<b>Total</b>	<b>11 080</b>	<b>8 431</b>	<b>807</b>	<b>20 318</b>
2013/14	CityU	1 260	1 879	101	3 240
	CUHK	3 018	2 923	129	6 070
	HKBU	666	1 645	21	2 332
	HKIEd	339	406	0	745
	HKU	3 119	1 239	210	4 568
	HKUST	491	866	218	1 575
	LU	102	124	6	232
	PolyU	2 117	1 544	68	3 729
	<b>Total</b>	<b>11 112</b>	<b>10 626</b>	<b>753</b>	<b>22 491</b>

## Notes:

1. Statistics on the number of applications of taught postgraduate programmes are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures for the 2014/15 academic year are not yet available.
4. Abbreviations:  
CityU     City University of Hong Kong

HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

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**Number of Applications and Student Intakes of UGC-funded Research Postgraduate Programmes by Institution and Place of Origin, 2010/11 to 2014/15**

(Headcount)

Academic Year	Institution	Local Students		The Mainland of China		Other Non-local Students		Total	
		Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Students Intakes
2010/11	CityU	N.A.	41	N.A.	214	N.A.	21	N.A.	276
	HKBU	N.A.	24	N.A.	33	N.A.	13	N.A.	70
	LU	N.A.	11	N.A.	9	N.A.	3	N.A.	23
	CUHK	N.A.	222	N.A.	390	N.A.	26	N.A.	638
	HKIEd	N.A.	4	N.A.	6	N.A.	-	N.A.	10
	PolyU	N.A.	56	N.A.	122	N.A.	25	N.A.	203
	HKUST	N.A.	60	N.A.	281	N.A.	31	N.A.	372
	HKU	N.A.	187	N.A.	334	N.A.	67	N.A.	588
	<b>Total</b>	<b>N.A.</b>	<b>605</b>	<b>N.A.</b>	<b>1 389</b>	<b>N.A.</b>	<b>186</b>	<b>N.A.</b>	<b>2 180</b>
2011/12	CityU	N.A.	15	N.A.	135	N.A.	20	N.A.	170
	HKBU	N.A.	23	N.A.	68	N.A.	6	N.A.	97
	LU	N.A.	10	N.A.	14	N.A.	7	N.A.	31
	CUHK	N.A.	214	N.A.	401	N.A.	22	N.A.	637
	HKIEd	N.A.	5	N.A.	13	N.A.	2	N.A.	20
	PolyU	N.A.	50	N.A.	154	N.A.	20	N.A.	224
	HKUST	N.A.	50	N.A.	303	N.A.	47	N.A.	400
	HKU	N.A.	181	N.A.	329	N.A.	65	N.A.	575
	<b>Total</b>	<b>N.A.</b>	<b>548</b>	<b>N.A.</b>	<b>1 417</b>	<b>N.A.</b>	<b>189</b>	<b>N.A.</b>	<b>2 154</b>
2012/13	CityU	141	15	1 392	84	430	21	1 963	120
	HKBU	147	26	548	49	183	14	878	89
	LU	78	9	160	14	84	7	322	30
	CUHK	740	189	5 636	462	613	28	6 989	679
	HKIEd	32	3	102	4	26	2	160	9
	PolyU	168	41	967	130	107	29	1 242	200
	HKUST	277	65	2 546	331	639	53	3 462	449
	HKU	575	193	3 229	402	862	78	4 666	673
	<b>Total</b>	<b>2 158</b>	<b>541</b>	<b>14 580</b>	<b>1 476</b>	<b>2 944</b>	<b>232</b>	<b>19 682</b>	<b>2 249</b>
2013/14	CityU	127	18	1 497	159	496	57	2 120	234
	HKBU	129	22	567	56	132	10	828	88
	LU	76	13	182	20	95	7	353	40
	CUHK	703	178	5 950	422	794	25	7 447	625
	HKIEd	29	6	105	3	47	1	181	10
	PolyU	170	50	1 102	167	111	33	1 383	250
	HKUST	243	71	2 531	399	657	61	3 431	531
	HKU	563	177	3 517	389	817	67	4 897	633
	<b>Total</b>	<b>2 040</b>	<b>535</b>	<b>15 451</b>	<b>1 615</b>	<b>3 149</b>	<b>261</b>	<b>20 640</b>	<b>2 411</b>
2014/15 <sup>#</sup>	CityU	144	23	1 362	227	527	52	2 033	302
	HKBU	131	29	537	70	128	10	796	109
	LU	91	13	162	13	125	6	378	32
	CUHK	734	172	6 717	441	695	25	8 146	638
	HKIEd	27	5	89	6	46	3	162	14
	PolyU	209	48	1 411	163	609	49	2 229	260
	HKUST	203	68	2 841	407	706	70	3 750	545

Academic Year	Institution	Local Students		The Mainland of China		Other Non-local Students		Total	
		Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Students Intakes
	HKU	602	145	3 116	373	710	73	4 428	591
	<b>Total</b>	<b>2 141</b>	<b>503</b>	<b>16 235</b>	<b>1 699</b>	<b>3 546</b>	<b>288</b>	<b>21 922</b>	<b>2 490</b>

Notes:

1. Number of applications of research postgraduate programmes refers to the number one year prior to the corresponding academic year.
2. Each applicant can concurrently submit multiple applications to different institutions, and hence the number of applicants is actually smaller than the number of applications. Based on empirical data, UGC-funded institutions assessed that, on average, each local applicant would submit two applications for admission. The number of applications submitted by non-local applicants considerably varies, and hence UGC-funded institutions are unable to estimate the number of non-local applicants on the basis of the number of non-local applications received.
3. The place of origin of non-local students is determined having regard to their nationality.
4. Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
5. '-' denotes nil.
6. 'N.A.' denotes not available.
7. # Student intakes for the 2014/15 academic year are provisional figures.
8. Abbreviations:
 

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

**Student Intakes of Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions, by Institution and Place of Origin, 2010/11 to 2013/14**

Academic Year	Institution	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2010/11	HKU	77	7	4	88
	HKUST	1	-	-	1
	<b>Total</b>	<b>78</b>	<b>7</b>	<b>4</b>	<b>89</b>
2011/12	HKBU	3	2	-	5
	HKU	45	8	10	63
	HKUST	-	12	-	12
	<b>Total</b>	<b>48</b>	<b>22</b>	<b>10</b>	<b>80</b>
2012/13	HKBU	1	2	0	3
	HKIEd	4	-	-	4
	HKU	45	19	7	71
	HKUST	-	43	-	43
	<b>Total</b>	<b>50</b>	<b>64</b>	<b>7</b>	<b>121</b>
2013/14	HKBU	3	4	1	8
	HKU	60	30	7	97
	HKUST	-	38	-	38
	<b>Total</b>	<b>63</b>	<b>72</b>	<b>8</b>	<b>143</b>

## Notes:

1. Statistics on the number of applications of research postgraduate programmes are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures for the 2014/15 academic year are not yet available.
4. '-' denotes nil.
5. Abbreviations:  
 HKBU Hong Kong Baptist University  
 HKIEd The Hong Kong Institute of Education  
 HKUST The Hong Kong University of Science and Technology  
 HKU The University of Hong Kong

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB461**

**(Question Serial No. 4457)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

- (1) Please provide the number and the respective percentages of the population of the relevant cohort admitted to the UGC-funded degree programmes in the past 5 years (i.e. 2010/11 to 2014/15 academic years).
- (2) Please provide the number and the respective percentages of the population of the relevant cohort admitted to the UGC-funded sub-degree programmes in the past 5 years (i.e. 2010/11 to 2014/15 academic years).
- (3) Please provide the number and the respective percentages of the population of the relevant cohort admitted to self-financing degree programmes in the past 5 years (i.e. 2010/11 to 2014/15 academic years).
- (4) Please provide the number and the respective percentages of the population of the relevant cohort admitted to self-financing sub-degree programmes in the past 5 years (i.e. 2010/11 to 2014/15 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 83)

The requested information for the past five years is set out at **Annex**.

**Number of intake places in publicly-funded and self-financing undergraduate and sub-degree programmes and the respective participation rates of the relevant cohorts, 2010/11 to 2014/15 academic years**

Academic year	Publicly-funded undergraduate intake places <sup>1</sup>		Self-financing undergraduate intake places <sup>3</sup>		Overall undergraduate participation rate of the relevant cohort <sup>2,4</sup>	Publicly-funded sub-degree intake places <sup>5</sup>		Self-financing sub-degree intake places <sup>6</sup>		Overall post-secondary participation rate of the relevant cohort <sup>2,7</sup>
	Approved number	Participation rate of the relevant cohort <sup>2</sup>	Actual intakes	Participation rate of the relevant cohort <sup>2</sup>		Actual intakes	Participation rate of the relevant cohort <sup>2</sup>	Actual intakes	Participation rate of the relevant cohort <sup>2</sup>	
2010/11 <sup>8</sup>	16 781	20.4%	6 527	7.9%	28.3%	9 106	11.1%	28 361	34.4%	67.3%
2011/12 <sup>9</sup>	16 842	20.8%	7 721	9.5%	30.3%	8 684	N/A	25 349	N/A	N/A
2012/13 <sup>10</sup>	32 814	N/A	12 878	N/A	N/A	9 903	N/A	31 617	N/A	N/A
2013/14	18 153	22.6%	13 477	16.8%	39.4%	11 047	13.7%	21 466	26.7%	67.0%
2014/15	19 165	24.3%	17 276	21.9%	46.1%	11 030	14.0%	20 127	25.5%	67.6%

**Notes:**

1. Including approved first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded institutions and the Hong Kong Academy for Performing Arts (HKAPA).
2. Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20 for the 2009/10 to 2011/12 academic years and between the ages of 18 to 20 as from the 2012/13 academic year onwards, as a result of the implementation of the New Academic Structure.
3. Including the actual intakes of full-time locally-accredited self-financing FYFD and top-up degree programmes.
4. The overall undergraduate participation rate of the relevant cohort takes into account the approved number of publicly-funded undergraduate intake places and the actual intakes of self-financing undergraduate programmes.
5. Including the actual intakes of publicly-funded sub-degree programmes offered by UGC-funded institutions, HKAPA and the Vocational Training Council.
6. Including the actual intakes of full-time locally-accredited self-financing sub-degree programmes.
7. The overall post-secondary participation rate of the relevant cohort takes into account the approved number of publicly-funded FYFD places; the actual intakes of self-financing FYFD places; and the actual intakes of publicly-funded and self-financing sub-degree programmes.
8. The 2010/11 academic year was the last year where Secondary Five graduates articulated to three-year sub-degree programmes.
9. The 2011/12 academic year was a gap year during which there were no Secondary Five graduates. Sub-degree participation rate is undefined for the year.
10. The 2012/13 academic year was a double cohort year. Publicly-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Undergraduate and sub-degree participation rates are undefined for the year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB462**

**(Question Serial No. 4458)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. What were the actual expenditures of the Committee on Self-financing Post-secondary Education, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Quality Assurance Council and the Joint Quality Review Committee in the past 5 years (2010/11 to 2014/15) and what are the estimates for 2015/16?
2. How many programmes were assessed by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Quality Assurance Council and the Joint Quality Review Committee respectively in the past 5 years (2010/11 to 2014/15)? How many programmes were found not up to standard?

Asked by: Hon IP Kin-yuen (Member Question No. 84)

Reply:

- (1) The Committee on Self-financing Post-secondary Education (CSPE) is established to advise the Government on the development of the self-financing post-secondary education sector. The Education Bureau (EDB) provides secretariat support to CSPE and the secretariat posts are part of EDB's establishment. The service of these posts to CSPE is part and parcel of the officers' duties for the relevant subject areas. The related expenditure of the secretariat posts could not be identified separately as they are absorbed by the existing resources of EDB.

The Joint Quality Review Committee (JQRC) is established by the Heads of Universities Committees to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by the University Grants Committee (UGC)-funded institutions. The Government does not provide any funding to JQRC and has no information about their annual expenditure.

The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is established under the HKCAAVQ Ordinance (Cap. 1150) to provide accreditation and assessment services for academic and vocational qualifications. It is responsible for the quality assurance of all operators and programmes except UGC-funded institutions with self-accrediting status. HKCAAVQ is a self-financed body and does not receive recurrent subvention from the Government.

Being a statutory body, HKCAAVQ's annual report is tabled at the Legislative Council every year in accordance with the HKCAAVQ Ordinance. The actual expenditures of HKCAAVQ in the past five years from 2010-11 to 2014-15 and the estimated expenditure for 2015-16 are as follows –

2010-11	2011-12	2012-13	2013-14	2014-15 (as at 28 February 2015)	2015-16
(\$ million)					
50.9	60.1	65.7	72.2	77.3	83.2

The Quality Assurance Council (QAC), established under the aegis of UGC, aims to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level.

The actual expenditures of QAC in the past five years from 2010-11 to 2014-15 and the estimated expenditure for 2015-16 are as follows –

2010-11	2011-12	2012-13	2013-14	2014-15 (as at 28 February 2015)	2015-16
(\$ million)					
1.7	0.6	0.7	0.4	0.6	3.1

The expenditure of QAC mainly includes expenses for air passage and accommodation, as well as per-diem allowance of QAC members and auditors who are not based in Hong Kong. The higher actual/estimated expenditure in 2010-11 and 2015-16 is mainly due to the audit activities conducted for the first round of QAC quality audits (completed in 2011) and the second round of QAC quality audits (commenced in 2015) respectively. QAC members and auditors who are not based in Hong Kong receive honoraria for their participation in the QAC/audit activities. The rates of honoraria, which are reviewed according to the rates of civil service salary adjustments, ranged from \$72,000 to \$84,550 for QAC members annually and \$40,000 to \$42,050 for QAC auditors per audit exercise over the period from 2010-11 to 2014-15.

- (2) HKCAAVQ is empowered under the HKCAAVQ Ordinance to conduct accreditation for academic and vocational education and training programmes. On the other hand, JQRC endorses self-financing sub-degree programmes of UGC-funded institutions for the purpose of registration on the Qualifications Register (QR). It should be noted that both JQRC and QAC do not accredit individual programmes of UGC-funded institutions as these institutions already have self-accrediting status.

In the past five years from 2010-11 to 2014-15, the number of post-secondary programmes accredited/re-accredited by HKCAAVQ, as well as the number of self-financing sub-degree programmes endorsed/re-endorsed by JQRC for registration on QR are as follows –

	Number of Programmes				
	2010-11	2011-12	2012-13	2013-14	2014-15 (as at 28 February 2015)
HKCAAVQ Note	44	66	76	91	71
JQRC	167	626	416	114	280

HKCAAVQ spares no effort in making operators aware of the accreditation requirements in order to facilitate self-evaluation of their readiness to undergo accreditation. Operators are alerted early in the accreditation process should they be unable to demonstrate sufficient evidence to meet the required accreditation standards. Operators would have chosen not to proceed with the accreditation exercise if the chance of successful accreditation is considered slim. Therefore, the number of unsuccessful accreditation at the end is small. In the past five years from 2010-11 to 2014-15, the number of post-secondary programmes not approved by HKCAAVQ, as well as the number of self-financing sub-degree programmes not endorsed/re-endorsed by JQRC for registration on QR are as follows –

	Number of Programmes				
	2010-11	2011-12	2012-13	2013-14	2014-15 (as at 28 February 2015)
HKCAAVQ Note	0	1	0	1	0
JQRC	50	19	26	6	18

Note: Figures include accredited and re-accredited local and non-local programmes but do not include programmes covered by Programme Area Accreditation (PAA). PAA allows providers to develop and operate learning programmes within an approved scope of programme area(s) at specified Qualifications Framework Level(s) for an approved period of time, and have the qualifications of its learning programmes entered into QR without going through learning programme accreditation or re-accreditation by HKCAAVQ.

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**CONTROLLING OFFICER'S REPLY****EDB463****(Question Serial No. 4459)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. To promote the healthy and sustainable development of the self-financing post-secondary sector, the Government has introduced a number of measures to boost the standard of the sector. Please provide a breakdown of the public funds used by each of the following in the past 5 years (2010/11 to 2014/15):
  - (a) Land Grant Scheme;
  - (b) Start-up Loan Scheme;
  - (c) Quality Enhancement Grant Scheme;
  - (d) Self-financing Post-secondary Education Fund;
  - (e) Qualifications Framework Support Schemes and Qualifications Framework Fund;
  - (f) Matching Grant Scheme;
  - (g) Research Endowment Fund; and
  - (h) means-tested and non-means tested assistance for post-secondary students of the self-financing sector.
2. Please list out in detail the number of applications received, the items approved, the amount of loan awarded and the repayment dates under the Start-up Loan Scheme in the past 5 years (2010/11 to 2014/15).

Asked by: Hon IP Kin-yuen (Member Question No. 85)

Reply:

- 1(a) Under the Land Grant Scheme, land sites and vacant Government premises are allocated at nominal premium and leased at nominal rent respectively to non-profit-making institutions for the operation of full-time and/or part-time locally-accredited self-financing post-secondary programmes. From the 2010/11 to 2014/15 academic year, five land sites and three vacant school premises were allocated.
- 1(b) Under the Start-up Loan Scheme (SLS), interest-free loans are provided for non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment. The loan disbursement from the 2010/11 to 2014/15 academic year is as follows –

<b>Academic Year</b>	<b>Amount of Loans disbursed under SLS (\$ million)</b>
2010/11	1.4
2011/12	346
2012/13	94
2013/14	1,259.8
2014/15 (Estimate)	802.7
<b>Total</b>	<b>2,503.9</b>

- 1(c) With a one-off injection of \$100 million, the time-limited Quality Enhancement Grant Scheme (QEGS) was launched in 2008 to support projects dedicated to enhancing the quality of teaching and learning of self-financing post-secondary programmes. A total of 65 projects involving a total amount of around \$99.4 million were approved under QEGS from the 2008/09 to 2010/11 academic year -

<b>Academic Year</b>	<b>Amount of Grant Approved under QEGS (\$ million)</b>
2008/09	46.9
2009/10	21.1
2010/11	31.4
<b>Total</b>	<b>99.4</b>

- 1(d) The Self-financing Post-secondary Education Fund (SPEF) has been set up since the 2011/12 academic year as an endowment fund that generates recurrent income to support the quality and healthy development of the self-financing sector and further enhance Hong Kong's status as a regional education hub. SPEF provides scholarships for outstanding students of full-time locally-accredited self-financing sub-degree and undergraduate programmes under the Self-financing Post-secondary Scholarship Scheme (SPSS) as well as supports quality enhancement projects by institutions under the Quality Enhancement Support Scheme (QESS).

The amount of scholarships and awards given out under SPSS and the total amount of grants approved under QESS from the 2011/12 to 2014/15 academic year are set out as follows –

<b>Academic Year</b>	<b>Amount of Scholarships and Awards Given out under SPSS (\$ million)</b>	<b>Amount of Grants Approved under QESS (\$ million)</b>
2011/12	35.8	[Note 1]
2012/13	56.0	73.7
2013/14	67.3	22.9
2014/15 (Estimate)	72	[Note 2]

Note 1: The first round of QESS application commenced in the 2012/13 academic year.

Note 2: The 2014/15 round of application is under processing.

- 1(e) The Qualifications Framework (QF) Fund was established on 1 September 2014 to provide a steady source of income to support the sustainable development and implementation of QF. Since it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements, the balance of the approved commitment for Qualifications Framework Support Schemes (QFSS) will continue to be used for meeting the cash flow requirements of the various initiatives under the QF Fund for the time being. The amount of subsidies disbursed under the approved commitment of QFSS from 2010-11 to 2014-15 is as follows –

<b>Financial year</b>	<b>Amount of subsidies disbursed under QFSS (\$ million)</b>
2010-11	5.1
2011-12	9.1
2012-13	28.5
2013-14	15.2
2014-15 (Estimate)	20

<b>Total</b>	<b>77.9</b>
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- 1(f) The Government has launched six rounds of Matching Grant Scheme (the Scheme) from 2003 to 2014 in order to help the higher education sector diversify its funding sources. Starting from the fourth round, self-financing degree-awarding institutions have been included in the Scheme. The Scheme was further extended to cover all statutory post-secondary institutions and approved post-secondary colleges in the sixth round, which ended in July 2014, for the benefit of students of both publicly-funded and self-financing locally-accredited programmes at sub-degree level or above in these institutions. From the 2010/11 to 2014/15 academic year, a total of \$510 million of grants was allocated to self-financing operations of publicly-funded institutions, statutory post-secondary institutions and approved post-secondary colleges under the Scheme.
- 1(g) The Research Endowment Fund (REF) was established in 2009 with an original endowment of \$18 billion. In 2012, an amount of \$5 billion was injected into REF. The investment income from \$3 billion (out of the \$5 billion) provides competitive research funding for the local self-financing degree sector to enhance academic and research development. The first round competitive research funding schemes for the local self-financing degree sector was launched in December 2013. In the 2014/15 academic year, 63 projects were approved and a total of \$100.8 million was awarded.
- 1(h) The Financial Assistance Scheme for Post-secondary Students (FASP) provides means-tested grant and/or loan to eligible full-time students pursuing locally-accredited, self-financing post-secondary education programmes at sub-degree or degree level and the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) provides non-means-tested loan to students pursuing programmes covered under FASP. The amount of assistance disbursed under the two schemes from the 2010/11 to 2014/15 academic year is as follows –

	<b>Academic Year</b>				
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15*</b>
<b>FASP</b>					
Amount of grant disbursed (\$ million)	793	952	1,226	1,187	835
Amount of loan disbursed (\$ million)	257	276	267	231	129
Total amount of assistance disbursed (\$ million)	1,050	1,228	1,492	1,418	964
<b>NLSPS</b>					
Amount of loan disbursed (\$ million)	544	555	590	651	560
<b>Total</b>	<b>2,644</b>	<b>3,011</b>	<b>3,575</b>	<b>3,487</b>	<b>2,488</b>

\* As at 31 January 2015

2. From the 2010/11 to 2014/15 academic year, a total of 24 start-up loan applications were received under SLS. Among them, 15 applications were not processed further as the institutions concerned did not successfully apply under the Land Grant Scheme for the land sites or vacant Government premises in which the construction or renovation projects needed to be financed; or some of them were withdrawn by the institutions concerned or found ineligible after submission. At last, nine applications were approved with a total loan amount of \$2,478.5 million and the details are set out below –

<b>Academic Year</b>	<b>Applicant</b>	<b>Loan Amount (\$ million)</b>	<b>Date of Final Loan Repayment<sup>Note</sup></b>
2010/11	The Open University of Hong Kong	317	February 2024
	Hang Seng School of Commerce (for Hang Seng Management College)	308	February 2023
	International Education and Academic Exchanges Foundation Company Limited (for Hong Kong Institute of Technology)	11	March 2024
2011/12	The Chinese University of Hong Kong (for School of Continuing and Professional Studies)	40	February 2023
	Caritas-Hong Kong (for Caritas Institute of Higher Education)	300	Subject to date of final drawdown
	Vocational Training Council (for Technological and Higher Education Institute of Hong Kong)	670	Subject to date of final drawdown
2012/13	Hong Kong Arts Centre (for Hong Kong Art School)	2.5	January 2024
	Hang Seng School of Commerce (for Hang Seng Management College)	800	Subject to date of final drawdown
2013/14	HKCT Group Limited (for Hong Kong College of Technology and HKCT Institute of Higher Education)	30	Subject to date of final drawdown
<b>Total</b>		<b>2,478.5</b>	

Note: Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.

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**CONTROLLING OFFICER'S REPLY****EDB464****(Question Serial No. 4460)**

**Head:** (156) Government Secretariat: Education Bureau

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

**Programme:** (7) Policy and Support

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

**Director of Bureau:** Secretary for Education

**Question:**

In paragraph 110 of the Budget, the Financial Secretary has mentioned that subsidy will be provided to 1 000 students each academic year to pursue 13 designated self-financing undergraduate programmes. Using the table below, please provide information on the 13 programmes.

Name of programme	Course providers	Number of intakes					Annual tuition fees						Estimated subsidised places	Estimated subsidy per student
		2010/11 academic year	2011/12 academic year		2012/13 academic year	2013/14 academic year	2014/15 academic year	2015/16 academic year (Estimate)	2010/11 academic year	2011/12 academic year	2012/13 academic year	2013/14 academic year	2014/15 academic year	2015/16 academic year (Estimate)

**Asked by:** Hon IP Kin-yuen (Member Question No. 86)

**Reply:**

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Of these 13 programmes, the number of actual intakes and the average annual tuition fees for the 2010/11 to 2014/15 academic years as well as their respective number of subsidised places, average annual tuition fees and the maximum subsidy amount per student per academic year for the 2015/16 academic year under SSSDP are set out at **Annex**.

**SSSDP Programmes - Number of Actual Intakes and Average Annual Tuition Fees for the 2010/11 to 2014/15 Academic Year  
and Number of Subsidised Places, Average Annual Tuition Fees and Maximum Subsidy Amounts for the 2015/16 Academic Year**

Name of programme	Course providers	Number of actual intakes					Average annual tuition fees (\$)					2015/16		
		2010/11	2011/12	2012/13	2013/14	2014/15	2010/11	2011/12	2012/13	2013/14	2014/15	Number of subsidised places	Average annual tuition fees (\$) (estimated)	Maximum subsidy amount per student per academic year (\$)
Bachelor of Architecture (Honours)	Chu Hai College of Higher Education	2	5	7	3	7	50,500	53,000	55,000	62,333	65,833	40	69,333	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	68	64	168	62	68	52,500	62,500	63,500	66,500	69,000	70	77,250	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	-	-	-	80	79	-	-	-	53,679	56,364	80	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		-	-	146	153	176	-	-	49,600	58,032	62,760	150	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		-	-	74	79	89	-	-	49,600	58,032	62,760	70	111,800	70,000
Bachelor of Science with Honours in Testing and Certification		-	-	-	128	111	-	-	-	57,910	60,813	50	90,000	70,000
Bachelor of Health Science (Honours) (Nursing Major)	Tung Wah College	-	-	219	207	220	-	-	90,600	90,600	90,600	200	108,280	70,000
Bachelor of Arts (Honours) in Landscape Architecture	Technological and Higher Education Institute of Hong Kong, Vocational Training	-	-	-	69	36	-	-	-	75,900	79,200	10	82,500	40,000

Bachelor of Engineering (Honours) in Civil Engineering	Council	-	-	53	78	70	-	-	75,900	75,900	79,200	60	82,500	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		-	-	54	62	25	-	-	75,900	75,900	79,200	60	82,500	70,000
Bachelor of Arts (Honours) in Fashion Design		-	-	27	43	35	-	-	75,900	75,900	79,200	60	82,500	70,000
Bachelor of Arts (Honours) in Product Design		-	-	22	32	24	-	-	75,900	75,900	79,200	60	82,500	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		-	-	-	8	31	-	-	-	75,900	79,200	30	82,500	40,000

**Notes:** “-” The programme concerned was not yet offered in that academic year.

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**CONTROLLING OFFICER'S REPLY****EDB465****(Question Serial No. 4462)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (1) What support measures are currently provided by the Education Bureau for students with special educational needs (SEN), including hearing impairment, visual impairment and physical disability, etc., in post-secondary institutions to meet their learning needs?
- (2) Please provide in tabular form the following information on SEN students in all University Grants Committee-funded institutions and in all member institutions of the Vocational Training Council from the 2010/11 to 2014/15 academic years.

Institution	Number of SEN students	Type of learning difficulties	Average amount of money each student received under the support measures

Asked by: Hon IP Kin-yuen (Member Question No. 88)

Reply:

- (1) To support students with special educational needs (SEN) in the post-secondary sector, the Government has implemented various initiatives in recent years with a view to enhancing support to post-secondary students with SEN, including –
- (a) Starting from the 2013-14 financial year, an additional recurrent funding of \$12 million has been allocated to Vocational Training Council (VTC) each year for procuring equipment and learning aids necessary for students with SEN, providing them with psychological and student counselling services, and enhancing the support for teaching and learning;
  - (b) VTC has established a new Youth College (Youth College (Yeo Chei Man)) in the 2012/13 academic year to provide dedicated support for students with SEN and non-Chinese speaking students. The subvention granted by the Government for the operation of the Youth College (Yeo Chei Man) in the 2012/13, 2013/14 and 2014/15 academic years was about \$15.5 million, \$20.7 million and \$25.9 million respectively;
  - (c) In view of the diverse needs of post-secondary students with SEN, we have been encouraging information sharing among the Government, institutions and related non-government organisations, so that relevant guidelines, codes of practice and experience in relation to supporting various types of students with SEN can be discussed, shared and disseminated. To address the needs expressed by



institutions, we circulated a set of guidelines on “Support Services to Students with Specific Learning Disabilities in Hong Kong Tertiary Institutions”, which was jointly compiled by the Hong Kong Society of Child Neurology & Developmental Paediatrics, the Hong Kong Association for Specific Learning Disabilities and ten higher education institutions, to other post-secondary institutions in Hong Kong in March 2014. Besides, we organised a seminar on in May 2014 on support to students with SEN, whereby speakers from the Equal Opportunities Commission, the Hong Kong Examinations and Assessment Authority, as well as institutions with experience in providing support to students with SEN were invited to share their knowledge and experience in support to students with SEN, in particular on special examination arrangements, with both publicly-funded and self-financing post-secondary institutions;

- (d) The Government made two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund in 2013 to establish scholarships to give recognition to deserving publicly-funded and self-financing post-secondary students with SEN in the pursuit of academic and other excellence. About 100 students with SEN pursuing full-time locally-accredited undergraduate and sub-degree programmes are awarded the scholarships every year; and
- (e) To further promote the inclusive culture, the University Grants Committee (UGC) will provide a one-off special grant of \$20 million in total for the eight UGC-funded institutions starting from 2015. The grant will be allocated on a pro-rata basis according to the number of students with SEN admitted to individual institutions, so that institutions may implement additional measures to enhance their support services for students with SEN. The funding scheme, which aims to foster an inclusive culture in the campus, will last for two years. Upon conclusion of the scheme, institutions are required to deploy resources from the Block Grant to continue with the provision of such measures.

(2) The number of students with SEN studying full-time UGC-funded sub-degree and undergraduate programmes, by institution and type of disability from the 2010/11 to 2014/15 academic years is at **Annex A**. Funding for students with SEN is subsumed under the block grant allocated to the UGC-funded institutions, and hence the UGC is unable to attribute the exact amount provided in supporting these students.

The number of students with SEN studying in all member institutions of the VTC from the 2010/11 to 2014/15 academic years is at **Annex B**. Since 2013-14, a recurrent funding of \$12 million has been allocated to the VTC each year to purchase equipment and learning aids for students with SEN, provide them with psychological and student counselling services, and enhance the support for teaching and learning.

**Number of Students with Special Educational Needs (SEN)<sup>(note 1)</sup>  
Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes  
from the 2010/11 to 2014/15 Academic Years**

headcount

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2010/11 Academic Year										
Sub-degree	Autism Spectrum Disorders	2	-	-	-	-	-	-	-	2
	Physical Disability	-	-	-	-	-	3	-	-	3
	Hearing Impairment	1	-	-	-	-	2	-	-	3
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 2, 3)</sup>	-	-	-	-	-	2	-	-	2
	Sub-total	3	-	-	-	-	8	-	-	11
Undergraduate	Autism Spectrum Disorders	-	-	-	1	-	1	2	1	5
	Physical Disability	8	2	2	6	1	5	5	7	36
	Visual Impairment	5	3	-	5	-	2	4	14	33
	Hearing Impairment	3	4	2	5	-	5	15	13	47
	Speech and Language impairment	2	-	-	-	-	1	-	-	3
	Mental Illness	-	-	-	-	-	-	5	1	6
	Others <sup>(note 2, 3)</sup>	1	7	-	3	-	5	20	31	67
	Sub-total	19	16	4	20	1	19	51	67	197
Total		22	16	4	20	1	27	51	67	208
2011/12 Academic Year										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	1	-	-	-	-	1	-	-	2
	Attention Deficit/Hyperactivity Disorder	-	-	-	-	-	1	-	-	1
	Physical Disability	1	-	-	-	-	2	-	-	3
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Mental Illness	-	-	-	-	-	1	-	-	1
	Others <sup>(note 2, 3)</sup>	-	-	-	-	-	2	-	-	2
	Sub-total	4	-	-	-	-	9	-	-	13
Undergraduate	Specific Learning Difficulties	2	-	-	2	-	2	2	-	8
	Autism Spectrum Disorders	-	-	-	1	-	1	1	3	6
	Attention Deficit/Hyperactivity Disorder	1	3	-	-	-	-	2	-	6

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
	Physical Disability	7	1	1	10	1	5	2	5	32
	Visual Impairment	9	3	-	3	-	1	4	15	35
	Hearing Impairment	5	5	1	5	-	4	7	11	38
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Mental Illness	-	-	-	-	-	-	5	1	6
	Others <sup>(note 2, 3)</sup>	3	8	-	3	-	1	9	25	49
	Sub-total	27	20	2	24	1	15	32	60	181
<b>Total</b>		<b>31</b>	<b>20</b>	<b>2</b>	<b>24</b>	<b>1</b>	<b>24</b>	<b>32</b>	<b>60</b>	<b>194</b>
<b>2012/13 Academic Year</b>										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	-	-	-	-	-	2	-	-	2
	Physical Disability	1	-	-	-	-	1	-	-	2
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 2, 3)</sup>	-	-	-	-	-	5	-	-	5
	Sub-total	3	-	-	-	-	9	-	-	12
Undergraduate <sup>^</sup>	Specific Learning Difficulties	1	4	-	4	-	-	4	-	13
	Autism Spectrum Disorders	-	-	-	3	-	1	2	3	9
	Attention Deficit/Hyperactivity Disorder	1	3	-	2	-	-	3	1	10
	Physical Disability	9	1	1	10	1	5	1	4	32
	Visual Impairment	10	5	1	2	1	2	5	16	42
	Hearing Impairment	2	13	4	7	1	8	4	16	55
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	1	-	-	2	-	-	6	1	10
	Others <sup>(note 2, 3)</sup>	2	10	1	4	2	12	12	26	69
	Sub-total	26	36	7	35	5	29	39	67	244
<b>Total</b>		<b>29</b>	<b>36</b>	<b>7</b>	<b>35</b>	<b>5</b>	<b>38</b>	<b>39</b>	<b>67</b>	<b>256</b>
<b>2013/14 Academic Year</b>										
Sub-degree	Autism Spectrum Disorders	-	-	-	-	-	1	-	-	1
	Physical Disability	-	-	-	-	-	1	-	-	1
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 2, 3)</sup>	-	-	-	-	-	7	-	-	7
	Sub-total	1	-	-	-	-	10	-	-	11
Undergraduate	Specific Learning Difficulties	3	4	1	5	-	-	4	1	18
	Autism Spectrum Disorders	-	-	-	2	-	2	2	3	9

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
	Attention Deficit/Hyperactivity Disorder	1	4	-	4	-	-	2	1	12
	Physical Disability	7	1	2	10	1	3	3	6	33
	Visual Impairment	7	4	2	1	2	3	2	10	31
	Hearing Impairment	4	12	5	7	2	8	3	21	62
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	4	-	-	3	-	1	10	-	18
	Others <sup>(note 2, 3)</sup>	4	11	1	4	3	16	6	17	62
	Sub-total	30	36	11	37	8	34	34	59	249
<b>Total</b>		<b>31</b>	<b>36</b>	<b>11</b>	<b>37</b>	<b>8</b>	<b>44</b>	<b>34</b>	<b>59</b>	<b>260</b>
<b>2014/15 Academic Year (Provisional)</b>										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others <sup>(note 2, 3)</sup>	1	-	-	-	-	6	-	-	7
	Sub-total	2	-	-	-	-	8	-	-	10
Undergraduate	Specific Learning Difficulties	3	5	-	9	-	-	3	3	23
	Autism Spectrum Disorders	-	-	-	2	-	2	2	2	8
	Attention Deficit/Hyperactivity Disorder	1	2	-	4	-	-	2	1	10
	Physical Disability	6	2	2	15	1	5	4	6	41
	Visual Impairment	5	5	3	2	3	4	5	9	36
	Hearing Impairment	5	16	8	12	5	8	5	23	82
	Speech and Language impairment	-	-	-	1	-	1	3	-	5
	Mental Illness	5	5	-	4	1	-	9	2	26
	Others <sup>(note 2, 3)</sup>	6	5	3	3	3	21	6	25	72
	Sub-total	31	40	16	52	13	41	39	71	303
<b>Total</b>		<b>33</b>	<b>40</b>	<b>16</b>	<b>52</b>	<b>13</b>	<b>49</b>	<b>39</b>	<b>71</b>	<b>313</b>

Notes:

- Figures are compiled based on the data provided by the UGC-funded institutions based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Starting from 2011/12, the CDCF categorization of type of disability has been changed to align with the Hong Kong Rehabilitation Programme Plan with a slight adaptation to cater for UGC-funded institutions, under which figures of a disability type (i.e. intellectual disabilities) is included under "Others". Hence, the figures by type of disability for the year onwards are not strictly comparable with those in previous years.
- Including multiple types of disabilities.
- '-' denotes nil.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Abbreviations for institutions are as follows:  
CityU      City University of Hong Kong  
HKBU      Hong Kong Baptist University

LU Lingnan University  
CUHK The Chinese University of Hong Kong  
HKIED The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong

**Number of Students with Special Educational Needs (SEN) Studying in  
all Member Institutions of the Vocational Training Council (VTC)  
from the 2010/11 to 2014/15 Academic Years**

**2010/11 Academic Year**

<b>Member Institution</b>	<b>No. of Students with SEN (Note)</b>	<b>Types of SEN</b>
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	285	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Youth College	210	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	20	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Physical Handicap</li> <li>- Hearing Impairment</li> <li>- Others</li> </ul>

**2011/12 Academic Year**

<b>Member Institution</b>	<b>No. of Students with SEN (Note)</b>	<b>Types of SEN</b>
School for Higher and Professional Education	13	<ul style="list-style-type: none"> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Others</li> </ul>
Hong Kong Institute of Vocational Education (/ Hong Kong Design Institute)	249	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Youth College	121	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> </ul>

		<ul style="list-style-type: none"> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	19	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>

### **2012/13 Academic Year**

<b>Member Institution</b>	<b>No. of Students with SEN (Note)</b>	<b>Types of SEN</b>
School for Higher and Professional Education	17	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Others</li> </ul>
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	244	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Youth College	304	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	12	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Hearing Impairment</li> <li>- Others</li> </ul>

**2013/14 Academic Year**

<b>Member Institution</b>	<b>No. of Students with SEN (Note)</b>	<b>Types of SEN</b>
School for Higher and Professional Education	11	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Physical Handicap</li> <li>- Hearing Impairment</li> </ul>
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	268	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Youth College	352	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	26	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>

**2014/15 Academic Year (provisional)**

<b>Member Institution</b>	<b>No. of Students with SEN (Note)</b>	<b>Types of SEN</b>
Technological and Higher Education Institute of Hong Kong	3	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Hearing Impairment</li> </ul>
School for Higher and Professional Education	17	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Physical Handicap</li> <li>- Hearing Impairment</li> <li>- Others</li> </ul>
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	421	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> </ul>



		- Others
Youth College	478	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Attention Deficit / Hyperactive Disorder</li> <li>- Physical Handicap</li> <li>- Visual Impairment</li> <li>- Hearing Impairment</li> <li>- Speech Impairment</li> <li>- Others</li> </ul>
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	36	<ul style="list-style-type: none"> <li>- Specific Learning Difficulties</li> <li>- Intellectual Disabilities</li> <li>- Autism Spectrum Disorders</li> <li>- Physical Handicap</li> <li>- Hearing Impairment</li> <li>- Others</li> </ul>

Note: The number of students includes students in publicly-funded and self-financing programmes offered by VTC.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB466**

**(Question Serial No. 4464)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide a breakdown by departments and programmes the intakes and actual intakes of funded degree programmes offered by the UGC-funded institutions in the past 5 years (i.e. 2010/11 to 2014/15 academic years).
- (2) Please provide a breakdown by departments and programmes the intakes and actual intakes of self-financing degree programmes and sub-degree programmes offered by the self-financing operations of the UGC-funded institutions in the past 5 years (i.e. 2010/11 to 2014/15 academic years).
- (3) Please provide a breakdown by departments and programmes the intakes and actual intakes of self-financing degree programmes and sub-degree programmes offered by self-financing institutions (under non-UGC-funded institutions) in the past 5 years (i.e. 2010/11 to 2014/15 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 90)

Reply:

- (1)  
The number of approved student number targets and student enrolment of University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by institution and broad Academic Programme Category (APC) for the 2010/11 to 2014/15 academic year is set out at **Annexes A and B**.
- (2) and (3)  
The number of estimated intakes and actual intakes of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes from the 2010/11 to 2014/15 academic year offered by the self-financing operations of UGC-funded institutions by institution is set out at **Annexes C and D** and those offered by non-UGC-funded institutions is set out at **Annexes E and F**. We do not have breakdown by department and programme.

**Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes  
by Institution and Broad Academic Programme Category, 2010/11 to 2014/15**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2010/11	CityU	Sciences	-	1
		Engineering and Technology	841	729
		Social Sciences	98	88
		Arts and Humanities	80	82
		<b>Sub-total</b>	<b>1 019</b>	<b>900</b>
	HKIEd	Sciences	31	73
		Social Sciences	9	11
		Arts and Humanities	105	150
		Education	1 178^	750
		<b>Sub-total</b>	<b>1 323</b>	<b>983</b>
	PolyU	Medicine, Dentistry and Health	342	344
		Sciences	255	276
		Engineering and Technology	1 573	1 677
		Business and Management	741	817
		Social Sciences	115	127
		Arts and Humanities	316	312
		<b>Sub-total</b>	<b>3 342</b>	<b>3 553</b>
	<b>Total</b>		<b>5 683</b>	<b>5 437</b>
2011/12	CityU	Engineering and Technology	841	922
		Social Sciences	86	96
		Arts and Humanities	80	84
		<b>Sub-total</b>	<b>1 007</b>	<b>1 102</b>
	HKIEd	Sciences	28	70
		Social Sciences	8	10
		Arts and Humanities	90	136
		Education	1 104^	760
		<b>Sub-total</b>	<b>1 230</b>	<b>977</b>
	PolyU	Medicine, Dentistry and Health	480	484
		Sciences	255	269
		Engineering and Technology	1 573	1 655
		Business and Management	633	690
		Social Sciences	98	116
		Arts and Humanities	316	314
		<b>Sub-total</b>	<b>3 354</b>	<b>3 527</b>
	<b>Total</b>		<b>5 591</b>	<b>5 606</b>
2012/13	CityU	Engineering and Technology	841	968
		Social Sciences	40	48
		Arts and Humanities	40	36
		<b>Sub-total</b>	<b>921</b>	<b>1 052</b>

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	HKIEd	Sciences	31	60
		Social Sciences	7	6
		Arts and Humanities	77	111
		Education	971	747
		<b>Sub-total</b>	<b>1 086</b>	<b>924</b>
	PolyU	Medicine, Dentistry and Health	480	489
		Sciences	255	287
		Engineering and Technology	1 573	1 620
		Business and Management	639	671
		Social Sciences	80	100
		Arts and Humanities	311	313
		<b>Sub-total</b>	<b>3 338</b>	<b>3 481</b>
	<b>Total</b>		<b>5 345</b>	<b>5 457</b>
2013/14	CityU	Engineering and Technology	841	914
		Arts and Humanities	-	2
		<b>Sub-total</b>	<b>841</b>	<b>916</b>
	HKIEd	Sciences	35	56
		Social Sciences	5	5
		Arts and Humanities	73	76
		Education	1 045	704
		<b>Sub-total</b>	<b>1 158</b>	<b>841</b>
	PolyU	Medicine, Dentistry and Health	320	319
		Sciences	255	311
		Engineering and Technology	1 507	1 576
		Business and Management	584	610
		Social Sciences	75	106
		Arts and Humanities	279	290
		<b>Sub-total</b>	<b>3 020</b>	<b>3 212</b>
	<b>Total</b>		<b>5 019</b>	<b>4 969</b>
2014/15 <sup>#</sup>	CityU	Engineering and Technology	841	903
		<b>Sub-total</b>	<b>841</b>	<b>903</b>
	HKIEd	Sciences	33	85
		Social Sciences	5	7
		Arts and Humanities	67	80
		Education	1 007	735
		<b>Sub-total</b>	<b>1 113</b>	<b>907</b>
	PolyU	Medicine, Dentistry and Health	160	153
		Sciences	255	288
		Engineering and Technology	1 349	1 425
		Business and Management	329	473
		Social Sciences	35	47
		Arts and Humanities	240	248
		<b>Sub-total</b>	<b>2 367</b>	<b>2 634</b>

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	<b>Total</b>		<b>4 321</b>	<b>4 444</b>

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (i.e. 216 in the 2010/11 and 2011/12 academic years) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
- '-' denotes nil.
- # The student enrolments for the 2014/15 academic year are provisional figures.
- Abbreviations:  
CityU City University of Hong Kong  
HKIEd The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University

**Approved Student Number Targets and Student Enrolment of UGC-funded  
Undergraduate Programmes by Institution and Broad Academic Programme Category,  
2010/11 to 2014/15**

(full-time equivalent)

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2010/11	CityU	Sciences	1 324	1 414
		Engineering and Technology	1 561	1 679
		Business and Management	2 833	3 034
		Social Sciences	1 463	1 565
		Arts and Humanities	796	826
		<b>Sub-total</b>	<b>7 977</b>	<b>8 518</b>
	HKBU	Medicine, Dentistry and Health	210	203
		Sciences	781	838
		Business and Management	813	863
		Social Sciences	1 278	1 352
		Arts and Humanities	969	1 056
		Education	268	337
		<b>Sub-total</b>	<b>4 319</b>	<b>4 649</b>
	LU	Business and Management	742	779
		Social Sciences	510	525
		Arts and Humanities	916	929
		<b>Sub-total</b>	<b>2 168</b>	<b>2 233</b>
	CUHK	Medicine, Dentistry and Health	1 726	1 790
		Sciences	1 881	2 063
		Engineering and Technology	1 324	1 319
		Business and Management	1 719	2 206
		Social Sciences	1 619	1 950
		Arts and Humanities	1 360	1 527
		Education	217	214
		<b>Sub-total</b>	<b>9 845</b>	<b>11 069</b>
	HKIEd	Sciences	348	380
		Business and Management	12	9
		Social Sciences	57	68
		Arts and Humanities	1 183	1 235
		Education	1 448	1 879^
		<b>Sub-total</b>	<b>3 047</b>	<b>3 571</b>
	PolyU	Medicine, Dentistry and Health	1 552	1 619
		Sciences	1 029	1 190
		Engineering and Technology	2 543	2 920
		Business and Management	2 217	2 767
		Social Sciences	247	311
		Arts and Humanities	952	992
		<b>Sub-total</b>	<b>8 541</b>	<b>9 798</b>
	HKUST	Sciences	1 524	1 697
		Engineering and Technology	1 925	2 177
		Business and Management	1 955	2 029
		Social Sciences	223	211
		Arts and Humanities	13	-
		Education	19	13
		<b>Sub-total</b>	<b>5 659</b>	<b>6 127</b>
	HKU	Medicine, Dentistry and Health	1 999	2 003

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Sciences	1 383	1 600
		Engineering and Technology	1 803	1 921
		Business and Management	732	1 078
		Social Sciences	1 822	2 216
		Arts and Humanities	1 204	1 253
		Education	407	406
		<b>Sub-total</b>	<b>9 351</b>	<b>10 477</b>
		<b>Total</b>	<b>50 908</b>	<b>56 442</b>
2011/12	CityU	Sciences	1 298	1 384
		Engineering and Technology	1 527	1 650
		Business and Management	2 832	3 036
		Social Sciences	1 460	1 581
		Arts and Humanities	814	846
		<b>Sub-total</b>	<b>7 931</b>	<b>8 497</b>
	HKBU	Medicine, Dentistry and Health	210	204
		Sciences	767	846
		Business and Management	799	871
		Social Sciences	1 245	1 334
		Arts and Humanities	978	1 075
		Education	287	325
		<b>Sub-total</b>	<b>4 286</b>	<b>4 655</b>
	LU	Business and Management	707	740
		Social Sciences	484	510
		Arts and Humanities	896	902
		<b>Sub-total</b>	<b>2 087</b>	<b>2 152</b>
	CUHK	Medicine, Dentistry and Health	1 843	1 969
		Sciences	1 933	2 137
		Engineering and Technology	1 315	1 325
		Business and Management	1 716	2 215
		Social Sciences	1 604	1 955
		Arts and Humanities	1 331	1 512
		Education	242	230
		<b>Sub-total</b>	<b>9 984</b>	<b>11 343</b>
	HKIEd	Sciences	308	442
		Business and Management	7	1
		Social Sciences	61	91
		Arts and Humanities	1 192	1 431
		Education	1 597	1 902^
		<b>Sub-total</b>	<b>3 164</b>	<b>3 867</b>
	PolyU	Medicine, Dentistry and Health	1 606	1 657
		Sciences	1 076	1 263
		Engineering and Technology	2 542	2 966
		Business and Management	2 161	2 671
		Social Sciences	245	298
		Arts and Humanities	922	972
		<b>Sub-total</b>	<b>8 553</b>	<b>9 827</b>
	HKUST	Sciences	1 534	1 785
		Engineering and Technology	1 884	2 206
		Business and Management	1 971	2 103
		Social Sciences	247	245
		Arts and Humanities	28	18
		Education	17	12

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		<b>Sub-total</b>	<b>5 680</b>	<b>6 368</b>
2012/13 <sup>&amp;</sup>	HKU	Medicine, Dentistry and Health	2 079	2 105
		Sciences	1 371	1 606
		Engineering and Technology	1 790	1 876
		Business and Management	750	1 110
		Social Sciences	1 820	2 222
		Arts and Humanities	1 195	1 241
		Education	430	443
		<b>Sub-total</b>	<b>9 435</b>	<b>10 602</b>
	<b>Total</b>		<b>51 119</b>	<b>57 311</b>
	CityU	Medicine, Dentistry and Health	6	7
		Sciences	1 687	1 813
		Engineering and Technology	2 061	2 219
		Business and Management	3 501	3 832
		Social Sciences	1 860	1 877
		Arts and Humanities	962	1 165
		<b>Sub-total</b>	<b>10 078</b>	<b>10 912</b>
	HKBU	Medicine, Dentistry and Health	255	259
		Sciences	988	1 080
		Business and Management	1 059	1 165
		Social Sciences	1 616	1 765
		Arts and Humanities	1 284	1 431
		Education	388	409
		<b>Sub-total</b>	<b>5 590</b>	<b>6 109</b>
	LU	Business and Management	836	880
		Social Sciences	583	611
		Arts and Humanities	1 115	1 131
		<b>Sub-total</b>	<b>2 534</b>	<b>2 622</b>
	CUHK	Medicine, Dentistry and Health	2 610	2 695
		Sciences	2 448	2 742
		Engineering and Technology	1 841	1 962
		Business and Management	2 336	2 886
		Social Sciences	2 181	2 553
		Arts and Humanities	1 755	1 972
		Education	348	329
		<b>Sub-total</b>	<b>13 518</b>	<b>15 138</b>
	HKIEd	Sciences	387	535
		Business and Management	5	16
		Social Sciences	111	118
		Arts and Humanities	1 497	1 699
		Education	2 149	2 385
		<b>Sub-total</b>	<b>4 149</b>	<b>4 753</b>
	PolyU	Medicine, Dentistry and Health	2 423	2 466
		Sciences	1 366	1 553
		Engineering and Technology	3 176	3 745
		Business and Management	2 726	3 425
		Social Sciences	314	369
		Arts and Humanities	1 171	1 275
		<b>Sub-total</b>	<b>11 177</b>	<b>12 833</b>
	HKUST	Sciences	2 128	2 803
		Engineering and Technology	2 461	2 349
		Business and Management	2 619	2 293



Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	383	510
		Arts and Humanities	55	645
		Education	9	7
		<b>Sub-total</b>	<b>7 655</b>	<b>8 608</b>
	HKU	Medicine, Dentistry and Health	2 777	2 831
		Sciences	1 847	2 118
		Engineering and Technology	2 430	2 591
		Business and Management	1 044	1 557
		Social Sciences	2 507	3 000
		Arts and Humanities	1 588	1 658
		Education	538	535
		<b>Sub-total</b>	<b>12 732</b>	<b>14 291</b>
	<b>Total</b>		<b>67 432</b>	<b>75 267</b>
2013/14	CityU	Medicine, Dentistry and Health	12	12
		Sciences	1 671	1 929
		Engineering and Technology	2 167	2 309
		Business and Management	3 445	3 816
		Social Sciences	1 984	1 941
		Arts and Humanities	975	1 280
		<b>Sub-total</b>	<b>10 254</b>	<b>11 288</b>
	HKBU	Medicine, Dentistry and Health	255	263
		Sciences	981	1 038
		Business and Management	1 085	1 177
		Social Sciences	1 630	1 807
		Arts and Humanities	1 318	1 492
		Education	393	421
		<b>Sub-total</b>	<b>5 662</b>	<b>6 198</b>
	LU	Business and Management	813	856
		Social Sciences	568	591
		Arts and Humanities	1 106	1 123
		<b>Sub-total</b>	<b>2 487</b>	<b>2 570</b>
	CUHK	Medicine, Dentistry and Health	2 760	2 868
		Sciences	2 520	2 787
		Engineering and Technology	1 890	2 031
		Business and Management	2 361	2 985
		Social Sciences	2 251	2 642
		Arts and Humanities	1 802	2 063
		Education	373	352
		<b>Sub-total</b>	<b>13 956</b>	<b>15 729</b>
	HKIEd	Sciences	408	482
		Business and Management	7	23
		Social Sciences	129	216
		Arts and Humanities	1 495	1 691
		Education	2 150	2 344
		<b>Sub-total</b>	<b>4 188</b>	<b>4 756</b>
	PolyU	Medicine, Dentistry and Health	2 604	2 622
		Sciences	1 409	1 570
		Engineering and Technology	3 171	3 764
		Business and Management	2 737	3 512
		Social Sciences	324	378
		Arts and Humanities	1 207	1 324
		<b>Sub-total</b>	<b>11 453</b>	<b>13 171</b>

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2014/15 <sup>#</sup>	HKUST	Sciences	2 194	3 113
		Engineering and Technology	2 441	1 835
		Business and Management	2 559	2 013
		Social Sciences	470	701
		Arts and Humanities	79	1 111
		Education	5	4
		<b>Sub-total</b>	<b>7 747</b>	<b>8 777</b>
	HKU	Medicine, Dentistry and Health	2 923	2 971
		Sciences	1 906	2 222
		Engineering and Technology	2 493	2 592
		Business and Management	1 065	1 593
		Social Sciences	2 586	3 103
		Arts and Humanities	1 639	1 706
		Education	524	522
		<b>Sub-total</b>	<b>13 137</b>	<b>14 710</b>
	<b>Total</b>		<b>68 883</b>	<b>77 199</b>
	CityU	Medicine, Dentistry and Health	18	18
		Sciences	1 669	2 012
		Engineering and Technology	2 347	2 474
		Business and Management	3 451	3 973
		Social Sciences	2 188	2 120
		Arts and Humanities	1 029	1 430
		<b>Sub-total</b>	<b>10 702</b>	<b>12 028</b>
	HKBU	Medicine, Dentistry and Health	255	270
		Sciences	981	1 054
		Business and Management	1 125	1 161
		Social Sciences	1 661	1 838
		Arts and Humanities	1 368	1 509
		Education	439	426
		<b>Sub-total</b>	<b>5 829</b>	<b>6 259</b>
	LU	Business and Management	798	835
		Social Sciences	564	572
		Arts and Humanities	1 098	1 125
		<b>Sub-total</b>	<b>2 460</b>	<b>2 532</b>
	CUHK	Medicine, Dentistry and Health	2 866	2 978
		Sciences	2 607	2 918
		Engineering and Technology	1 941	2 055
		Business and Management	2 387	3 051
		Social Sciences	2 304	2 725
		Arts and Humanities	1 856	2 150
		Education	377	364
		<b>Sub-total</b>	<b>14 337</b>	<b>16 241</b>
	HKIEd	Sciences	426	414
		Business and Management	9	-
		Social Sciences	156	360
		Arts and Humanities	1 445	1 648
		Education	2 143	2 324
		<b>Sub-total</b>	<b>4 179</b>	<b>4 747</b>
	PolyU	Medicine, Dentistry and Health	2 803	2 806
		Sciences	1 620	1 585
		Engineering and Technology	3 188	3 851
		Business and Management	2 851	3 791

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	322	419
		Arts and Humanities	1 213	1 409
		<b>Sub-total</b>	<b>11 998</b>	<b>13 861</b>
	HKUST	Sciences	2 252	2 542
		Engineering and Technology	2 436	2 886
		Business and Management	2 535	2 767
		Social Sciences	488	569
		Arts and Humanities	88	101
		Education	2	2
		<b>Sub-total</b>	<b>7 801</b>	<b>8 867</b>
	HKU	Medicine, Dentistry and Health	3 006	3 085
		Sciences	1 958	2 319
		Engineering and Technology	2 536	2 738
		Business and Management	1 102	1 652
		Social Sciences	2 659	3 257
		Arts and Humanities	1 690	1 822
		Education	499	508
		<b>Sub-total</b>	<b>13 451</b>	<b>15 382</b>
	<b>Total</b>		<b>70 757</b>	<b>79 916</b>

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- <sup>&</sup>To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
- <sup>^</sup>In the 2010/11 and 2011/12 academic years, HKIEd was approved to use some of the sub-degree places (i.e. 216 in the 2010/11 and 2011/12 academic years) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
- '-' denotes nil.
- # The student enrolments for the 2014/15 academic year are provisional figures.
- Abbreviations for institution are as follows:  
CityU                      City University of Hong Kong  
HKBU                      Hong Kong Baptist University  
LU                          Lingnan University  
CUHK                      The Chinese University of Hong Kong  
HKIEd                      The Hong Kong Institute of Education  
PolyU                      The Hong Kong Polytechnic University  
HKUST                      The Hong Kong University of Science and Technology  
HKU                          The University of Hong Kong

***Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes offered by UGC-funded institutions by Institution from the 2010/11 to 2014/15 Academic Year***

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year <sup>[1]</sup>				2013/14 Academic Year <sup>[1]</sup>				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-Year-first-degree	Top-up Degree	Total
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	4 415	-	334	4 749	3 830	-	474	4 304	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 880	-	480	2 360	1 985	-	540	2 525	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 882	-	40	1 922	1 800	-	-	1 800	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 332	-	-	1 332	1 093	-	-	1 093	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 059	-	-	1 059	619	-	-	619	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	350	40	30	420	870	325	50	1 245	285	271	104	660	250	355	112	717	226	380	139	745
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 050	-	1 270	5 320	3 742	-	1 405	5 147	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	-	45
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 957	-	-	2 957	2 068	-	-	2 068	3 901	-	55	3 956	4 220	50	200	4 470	4 220	50	292	4 562

**Notes:**

[1] Denotes the updated figures of estimated intakes in the 2012/13 and 2013/14 academic years.

[2] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
offered by UGC-funded institutions by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year <sup>[1]</sup>				2013/14 Academic Year <sup>[1]</sup>				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[2]</sup>			
	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[3]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[3]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[3]</sup>	First-year-first-degree	Top-up Degree	Total
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	4 249	-	346	4 595	3 798	-	445	4 243	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 560	-	1 900	4 460
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 513	-	494	3 007	2 290	-	562	2 852	2 853	-	672	3 525	1 750	-	693	2 443	1 873	136	977	2 986
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 829	-	40	1 869	1 998	-	-	1 998	3 514	-	-	3 514	1 333	-	-	1 333	628	-	-	628
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 597	-	-	1 597	1 101	-	-	1 101	1 410	-	163	1 573	979	-	295	1 274	1 202	-	387	1 589
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 343	-	-	1 343	842	-	-	842	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	445	41	24	510	515	251	48	814	333	295	119	747	181	350	109	640	215	359	130	704
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 201	-	1 391	5 592	4 379	-	1 522	5 901	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 654	-	2 163	5 817
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41	-	41
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 430	-	-	3 430	2 333	-	-	2 333	5 181	-	39	5 220	2 532	57	230	2 819	2 989	55	438	3 482

**Notes:**

[1] Denotes the updated figures of actual intakes in the 2012/13 and 2013/14 academic years.

[2] Provisional figures as at early October 2014. The final actual intakes may vary.

[3] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no relevant programmes were offered.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes offered by non-UGC-funded institutions by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year <sup>[1]</sup>				2013/14 Academic Year <sup>[1]</sup>				2014/15 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	320	-	-	320	440	-	-	440	340	-	-	340	400	-	-	400	290	-	-	290
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60	-	-	60
Caritas Institute of Higher Education	346	-	-	346	313	240	120	673	360	480	80	920	400	360	80	840	340	660	200	1 200
Centennial College	-	-	-	-	-	-	-	-	-	400	320	720	-	240	320	560	-	320	320	640
Chu Hai College of Higher Education	-	665	-	665	-	665	-	665	-	1 450	-	1 450	-	725	-	725	-	880	-	880
Hang Seng Management College	400	260	220	880	150	480	230	860	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	20	40
HKU SPACE Po Leung Kuk Community College	850	-	-	850	1 465	-	-	1 465	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000
Hong Kong Adventist College	-	-	-	-	-	-	-	-	40	-	-	40	40	-	-	40	-	-	-	-
Hong Kong Art School <sup>[3]</sup>	70	-	-	70	55	-	-	55	55	65	-	120	55	65	-	120	80	65	-	145
Hong Kong College of Technology	625	-	-	625	580	-	-	580	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005
Hong Kong Institute of Technology	280	140	-	420	280	140	-	420	460	140	90	690	662	210	130	1 002	300	250	170	720
Hong Kong Nang Yan College of Higher Education	-	-	-	-	-	-	-	-	300	-	-	300	300	-	-	300	90	120	40	250
Hong Kong Shue Yan University	-	1 200	-	1 200	-	1 200	-	1 200	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	160	-	-	160	-	-	-	-	-	-	-	-
Pui Ching Academy	-	-	-	-	-	-	-	-	120	-	-	120	150	-	-	150	260	-	-	260
Sacred Heart Canossian College of Commerce	-	-	-	-	160	-	-	160	160	-	-	160	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	-	-	228	-	228	-	228	-	228	-	175	-	175	-	225	-	225
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	900	1 184	824	2 908	1 045	1 064	678	2 787	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087
Tung Wah College	-	-	-	-	200	200	55	455	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215
Vocational Training Council	4 945	-	-	4 945	3 450	-	335	3 785	5 510	210	775	6 495	5 056	495	1 235	6 786	3 740	660	2 340	6 740
Yew Chung Community College	31	-	-	31	20	-	-	20	220	-	-	220	420	-	-	420	180	-	-	180
YMCA College of Careers	-	-	-	-	-	-	-	-	105	-	-	105	40	-	-	40	90	-	-	90

**Notes:**

[1] Denotes the updated figures of estimated intakes in the 2012/13 and 2013/14 academic years.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
offered by non-UGC-funded institutions by Institution from the 2010/11 to 2014/15 Academic Year**

Institution	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year <sup>[1]</sup>				2013/14 Academic Year <sup>[1]</sup>				2014/15 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[2]</sup>			
	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[3]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[3]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[3]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	386	-	-	386	339	-	-	339	179	-	-	179	215	-	-	215	195	-	-	195
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	209	168	144	521
Caritas Institute of Higher Education	399	-	-	399	296	8	38	342	180	60	43	283	216	73	64	353	36	-	-	36
Centennial College	-	-	-	-	-	-	-	-	-	231	54	285	-	154	77	231	-	112	121	233
Chu Hai College of Higher Education	-	225	-	225	-	274	-	274	-	852	-	852	-	309	-	309	-	381	-	381
Hang Seng Management College	339	450	148	937	127	496	124	747	318	1 636	121	2 075	106	755	65	926	87	1 492	99	1 678
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
HKU SPACE Po Leung Kuk Community College	1 489	-	-	1 489	1 866	-	-	1 866	2 824	-	-	2 824	992	-	-	992	1 190	-	-	1 190
Hong Kong Adventist College <sup>[4]</sup>	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
Hong Kong Art School <sup>[5]</sup>	69	-	-	69	46	-	-	46	93	68	-	161	54	42	-	96	60	50	-	110
Hong Kong College of Technology	507	-	-	507	387	-	-	387	206	-	-	206	336	-	-	336	376	-	-	376
Hong Kong Institute of Technology	132	106	-	238	172	70	-	242	476	51	62	589	587	71	127	785	219	267	105	591
Hong Kong Nang Yan College of Higher Education	-	-	-	-	-	-	-	-	12	-	-	12	20	-	-	20	5	7	15	27
Hong Kong Shue Yan University	-	1 256	-	1 256	-	1 277	-	1 277	-	1 354	-	1 354	-	1 495	-	1 495	-	1 274	-	1 274
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	14	-	-	14	-	-	-	-	-	-	-	-
Pui Ching Academy <sup>[6]</sup>	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	3	-	-	-	-
Sacred Heart Canossian College of Commerce	-	-	-	-	110	-	-	110	116	-	-	116	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	-	-	88	-	88	-	155	-	155	-	178	-	178	-	129	-	129
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	642	1 115	891	2 648	823	1 141	1 037	3 001	495	1 481	951	2 927	626	264	920	1 810	856	1 727	1 342	3 925
Tung Wah College	-	-	-	-	274	35	24	333	274	464	112	850	231	475	165	871	81	394	180	655
Vocational Training Council	4 785	-	-	4 785	3 638	-	281	3 919	3 695	268	920	4 883	3 662	522	1 227	5 411	3 577	501	2 214	6 292
Yew Chung Community College	6	-	-	6	15	-	-	15	56	-	-	56	44	-	-	44	86	-	-	86
YMCA College of Careers	-	-	-	-	-	-	-	-	48	-	-	48	23	-	-	23	29	-	-	29

**Notes:**

- [1] Denotes the updated figures of actual intakes in the 2012/13 and 2013/14 academic years.
- [2] Provisional figures as at early October 2014. The final actual intakes may vary.
- [3] Excludes sub-degree programmes provided under the old academic structure.
- [4] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.
- [5] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.
- [6] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” Denotes no relevant programmes were offered.

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**CONTROLLING OFFICER'S REPLY****EDB467****(Question Serial No. 4568)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

(a) Please list the measures and financial provision on improving the learning and teaching of the English Language in secondary and primary schools respectively by the Administration in the past 5 years (2010/11 to 2014/15) and 2015/16; and

(b) What are the details of expenditure on the Native-speaking English Teacher (NET) Scheme in primary schools and the Enhanced NET Scheme in secondary schools by the Administration in the past 5 years (2010/11 to 2014/15) and 2015/16?

Asked by: Hon IP Kin-yuen (Member Question No. 95)

Reply:

- (a) Throughout the years, we have been implementing various support measures for improving the learning and teaching of English Language in secondary and primary schools. The provision for the purpose totalled \$678.42 million (of which \$38.93 million is from Language Fund) in 2010-11 financial year, \$690.78 million (of which \$40.22 million is from Language Fund) in 2011-12 financial year, \$740.31 million (of which \$37.0 million is from Language Fund) in 2012-13 financial year, \$761.48 million (of which \$34.47 million is from Language Fund) in 2013-14 financial year, and \$792.11 million (of which \$35.64 million is from Language Fund) in 2014-15 financial year.

In 2015-16 financial year, we will continue to improve the teaching and learning of the English Language in primary and secondary schools. The estimated expenditure in 2015-16 is \$838.0 million, of which \$26.4 million is from Language Fund.

Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Scheme for Secondary Schools (EES)	To strengthen the teaching and learning of English of secondary schools through strategic planning with a holistic school-based plan on capacity building of English teachers with a view to enhancing students' English proficiency.
*2.	Refined English Enhancement Scheme for Secondary Schools	To support schools to build on the foundation of EES to adjust and/or refocus relevant items of their plans as appropriate to put in place their school-based fine-tuned Medium of Instruction arrangements.



No.	Name of Project	Details
*3.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
4.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
*3.	Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	To immerse serving primary school English teachers and principals in an authentic English language and cultural environment to enhance their English language proficiency and to provide them with exposure to innovative pedagogy abroad.  The project was completed in the 2010/11 school year.
4.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
5.	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme for Primary	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an

No.	Name of Project	Details
	Schools (PNET Scheme)	eligible public sector primary school operating six or more classes is provided with a NET.
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	Under the ENET Scheme, NETs work with local English teachers to enrich the English language learning environment in schools and to enhance the learning and teaching of English with linguistically and culturally authentic materials and resources. In general, an eligible public sector secondary school is provided with a NET.
*3.	Creating English Language Environment for Students in Hong Kong Project	To provide primary school students with opportunities of listening to and speaking English and hence motivate their interest and raise their confidence in using the language. This project harnessed the efforts of local non-government organisations with a track record of delivering interesting and interactive educational programmes in English at their community facilities and/or premises.  The project was completed in the 2011/12 school year.
*4.	English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*5.	Networking and Partnership Project	To mobilise the community forces and create possible synergy in providing a more conducive English learning environment for the students beyond the classroom setting.  The project was reviewed and subject to negotiation and discussion with potential organisations.
*6.	Sponsorship Project	To engage community partners to organize language-related events/competitions in the community.

\* Initiatives funded by Language Fund

\*\* The initiative is funded out of Head 173 Student Financial Assistance Agency

- (b) Details of the expenditure over the past 5 years (2010-11 to 2014-15 financial years) and the estimated expenditure for the 2015-16 financial year of the PNET Scheme and the ENET Scheme, are tabulated as below:

	Expenditure (Million)					
	10-11	11-12	12-13	13-14	14-15 #	15-16 (estimated)
PNET Scheme	289.5	312.5	328.5	336.3	298.1	390.0
Enhanced NET Scheme in Secondary Schools	328.5	344.5	357.9	350.6	311.4	409.2

# as at 31 January 2015

- End -

**CONTROLLING OFFICER'S REPLY****EDB468****(Question Serial No. 4569)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The EDB stated that it will provide professional support, where appropriate, to schools regarding national education.

- (a) Regarding the professional support for national education provided by the Bureau, please provide the details, items and expenditures in the past five school years (from 2010/11 to 2014/15).
- (b) Regarding the professional support for national education provided by the Bureau, please provide the details and estimated expenditures in the 2015/16 school year.
- (c) In the past five school years (from 2010/11 to 2014/15) and in the 2015/16 school year, what are the details of professional exchange programmes for teachers, including the programmes completed, programme location, the mainland or overseas government departments and organisations involved, the expenditures involved and so on.

Asked by: Hon IP Kin-yuen (Member Question No. 96)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student's learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. The professional support includes providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. With staffing and expenditure for most of these items being absorbed by the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the professional support to schools from the 2010/11 to 2015/16 school years.

Teachers participate in different kinds of professional exchange programmes through a variety of channels, including those organised by school sponsoring bodies and schools to meet the professional development needs of teachers. Insofar as the mode of study tour is concerned, EDB provides professional exchange for teachers mainly through the "National Day Delegation from the Educational Sector of Hong Kong" (香港教育界國慶訪京暨專業交流團), etc. Apart from this, a substantial number of teachers also participated in the Mainland exchange programmes (MEPs) for students as learning facilitators according to the "1 teacher: 10 students ratio". These different types of exchange programmes organised by EDB and the school sector cover different provinces and cities in the Mainland. The manpower for the implementation of professional

exchange programmes for teachers is absorbed in the recurrent expenditure of EDB.

Expenditure on MEPs for teachers from the 2010/11 to 2015/16 school years is as follows:

School Year	Expenditure (\$million) <sup>@</sup>
2010/11	3.1
2011/12	1.9
2012/13	1.0
2013/14 <sup>#</sup>	1.3
2014/15 <sup>*</sup>	1.3
2015/16 <sup>++</sup>	1.2

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

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

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

- End -

**CONTROLLING OFFICER'S REPLY****EDB469****(Question Serial No. 4570)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The EDB stated that it will promote Basic Law education at senior primary and junior secondary levels.

- (a) Please provide a list of the work items and the expenditure involved regarding the promotion of Basic Law education at senior primary and junior secondary levels in the past five school years (from 2010/11 to 2014/15) and in the 2015/16 school year.
- (b) What is the progress of the development of learning and teaching resource packages and the assessment bank by the EDB? What is the expenditure involved? Did the Bureau assess the effectiveness of such work? If yes, please provide details.

Asked by: Hon IP Kin-yuen (Member Question No. 97)

Reply:

- (a) Pursuant to the 2010-11 Policy Address, the Education Bureau (EDB) started developing learning packages to enhance students' understanding of the Basic Law from November 2010. The Chinese and English versions of the learning packages for junior secondary and senior primary students, developed during the 2011-12 financial year, have been distributed to schools in stages from January 2012 to January 2013. During the same period, web-based resources supporting the learning of the Basic Law were also made available for school use. To keep pace with the development of e-learning, an e-book version of the learning packages for junior secondary has also been developed in February 2014. A Pack on "Effective Use of 'Let's Learn the Basic Law' Learning Package", which is a collection of schools' good practices, will be developed and distributed to all primary schools in 2015. The EDB is currently also developing a "Basic Law Audio-visual Learning and Teaching Package" for junior secondary and senior primary students to deepen their knowledge of the Basic Law. Apart from the above, EDB will organise a Basic Law Inter-school Competition in May 2015 to arouse students' interests in studying the Basic Law.

To facilitate teachers in their assessment of students' understanding of the Basic Law, two databases of questions for assessment in schools have been provided for primary and secondary school teachers respectively by June 2012. Students can assess their own understanding of the Basic Law online through responding to questions or engaging in online games available from December 2012.

To enhance teachers' understanding of the concepts and essence of the Basic Law as well as strategies for using the learning packages and web-based resources in their school-based learning and teaching practices, EDB has organised, from time to time, professional development programmes during the past

five years.

Expenditure for the related curriculum work and support measures, which includes research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. Other than expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. The expenditure of EDB for developing learning and teaching resources on Basic Law education from 2010-11 to 2015-16 is as follows:

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
\$0.03 million	\$16 million	\$0.8 million	\$0.65 million	\$2.07 million	\$3.65 million

- (b) EDB will conduct trial teaching of the revamped and updated e-book version of the junior secondary learning package and reprint its teacher version with minor amendments in 2015. Meanwhile, EDB is developing a “Basic Law Audio-visual Learning and Teaching Package” to deepen students’ understanding of the Basic Law in junior secondary and senior primary levels. The estimated expenditure for developing learning and teaching resources for Basic Law education for secondary schools and primary schools in 2015-16 is \$2.39 million and \$1.26 million respectively. EDB will also continue to enrich and update the assessment bank. On an on-going basis, EDB will collect feedback on the effectiveness of its work through various channels to further enrich and refine the above resource materials.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB470**

**(Question Serial No. 4571)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2)Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the Military Summer Camp for Hong Kong Youth co-organised by the Education Bureau:

(a) what were the expenditure involved and the staff establishment for the Military Summer Camp for Hong Kong Youth co-organised by the Bureau and the Chinese People's Liberation Army Forces Hong Kong in the past 5 years (2010-11 to 2014-15)? And

(b) which Policy Programme and Subhead of the Education Bureau does the work of this summer camp go under? What are the criteria on choosing the co-organisers? Has the effectiveness of the summer camp been assessed? If yes, what are the details?

Asked by: Hon IP Kin-yuen (Member Question No. 98)

Reply:

(a) The "Military Summer Camp for Hong Kong Youth" (The Summer Camp) is jointly organised by the Concerted Efforts Resource Centre, the Chinese People's Liberation Army Forces Hong Kong and the Education Bureau (EDB). EDB has no funding allocation for the Summer Camp. The manpower of EDB for co-organising the Summer Camp is absorbed in the recurrent expenditure of EDB.

(b) The Summer Camp aims to provide discipline training and thematic talks so as to develop morality and leadership potential among students, and to foster their endurance, self-discipline, compliance and spirit of unity. In recognition of the educational value of the activity, EDB has agreed to be one of the co-organisers. After completion of the Summer Camp, feedback of the participants was collected through questionnaires. Based on the information collected, a great majority of the participants reflected that the learning objectives of the Summer Camp were met.

- End -

**CONTROLLING OFFICER'S REPLY****EDB471****(Question Serial No.: 4572)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

As to "support schools to enhance life planning and career guidance services",

- (a) In 2014-15, apart from making provision for schools, what other measures were carried out by the EDB to help schools implement life planning? What are the details and expenditure involved?
- (b) It is reported that some schools did not use the life planning provision effectively. Does the EDB have any measures to ensure the effective use of the provision by schools and to provide schools with supports where appropriate? If yes, what are the details?
- (c) Apart from the financial provision for life planning, how will the Bureau enhance career guidance services and teacher training?

Asked by: Hon IP Kin-yuen (Member Question No. 99)

Reply:

(a) Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant to strengthen life planning education in schools. The CLP Grant per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$517,620 per annum at the 2014 salary level. Apart from the provision of CLP Grant, EDB has also taken measures to strengthen professional support for schools and teachers in providing life planning and career guidance services for students. The "Guide on Life Planning Education and Career Guidance for Secondary School" and EDB Circular No. 6/2014, which set out the details of implementation of life planning education, have been issued for schools' reference. A dedicated webpage has also been set up for dissemination of updated information on further studies, vocational training, career opportunities as well as resources on life planning and career guidance. From September 2014 to February 2015, EDB has conducted advisory visits to about 140 schools to provide on-site support and engage the school career guidance teams in professional discourse. Besides, within the first six months of the 2014/15 school year, EDB has organised some 500 Business-School Partnership Programme (BSPP) activities in collaboration with more than 80 business organisations for 119,000 students to provide them with learning opportunities to explore different careers and develop positive work attitude and values which are essential elements for life planning.

To enhance the capacity of teachers, the number of structured teacher training places on life planning has been increased from 80 to 240 in the 2014/15 school year. In tandem, four Professional Development Schools (PDSs) have been identified to provide a platform for sharing of effective practices and professional interflow among school personnel. A teacher network has also been established since January 2015 to facilitate career teachers to share experience in designing practical learning and teaching materials. Since September 2014, a number of district-based networking activities have been organized for schools in the Kowloon City, Kwun Tong, Hong Kong East, North and Tai Po districts.

With a view to galvanizing collective efforts to promulgate life planning education, three briefing sessions



for over 1,000 school principals and teachers from the public sector secondary schools and meetings with members of the Committee on Home-School Co-operation and Federation of Parent Teacher Association have been arranged to cascade the policy intention of the initiative and enlist the support of parents for their children in their pursuit of personal and career goal. Relevant topics on life planning education have also been incorporated in the training for school managers scheduled for the period from December 2014 to June 2015. The total expenditure for the provision of professional training and CLP Grant at the 2014 salary level for the 2014/15 school year is estimated to be \$266.4 million.

(b) The prime aim of providing CLP Grant for schools is to enhance the capacity of the schools in implementing life planning education. Based on observations from the school visits conducted since the commencement of the 2014/15 school year, schools are taking forward life planning education in a more systematic and co-ordinated manner, embracing a paradigm shift from career information dissemination to embodying the essence of life planning education through a holistic approach. Work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism are in place. According to the needs of individual schools and the school-based targets set, a variety of strategies and life planning education programmes/activities were devised and planned. The contents of these programmes/activities cover key elements such as promoting students' self-understanding, supporting their goal setting, decision making, development of positive work attitude and value, understanding different careers and the world of work, etc. Depending on their own needs and strategic planning, majority of the schools have deployed CLP Grant in enhancing the capacity of the responsible team to take forward life planning education through employment of additional teachers, clerical and other professional staff, such as social worker, procurement of services, etc., or a combination of these support measures for their intended objectives. During the school visits, EDB inspectors would engage in professional dialogue with the school guidance teams and render advice on improvements to the work plans and deployment of resources to enhance schools' forward planning. Where necessary, EDB will conduct follow up visits.

To ensure proper use of CLP Grant, schools are required to keep a separate ledger account for the Grant to record all the incomes and expenditures chargeable to the Grant. Schools should also prepare and submit annual audited accounts to EDB in accordance with the prescribed format and timeline to ensure the Grant is deployed for the intended purposes. Schools may include life planning education as one of the major concerns in the School Development Plan, and monitor and evaluate its implementation (including the use of the Grant) through the cyclic process of "Planning-Implementation-Evaluation".

(c) EDB will continue to enhance the support services provided for schools, including identifying PDSs to share good practices; provision of structured teacher training for teachers; collaborating with the business sector, tertiary institutions and the Qualifications Framework Secretariat in organizing training and activities for principals, teachers, students and parents; revamping the career guidance website to provide teachers, students and parents with more life planning information; and arranging different activities for parents to enhance their understanding about the importance of life planning education. Other than the development of two resources packages namely "Career Mapping" and "Finding Your Colours of Life" in partnership with Hong Kong Association of Career Masters and Guidance Masters, EDB will encourage schools to use different career interest tools and share their practical experiences in supporting students in life planning.

Besides, EDB will expand the BSPP to provide students with more career exploration opportunities so that they can get prepared for work and life in the society. We will mobilise more business organisations to forge closer partnership with schools. Our target is to increase the number of business partners from 120 in the 2014/15 school year to 165 in the 2017/18 school year. We will also encourage schools to integrate BSPP activities into the school curriculum; promote BSPP activities and organize experience-sharing sessions for BSPP partners and schools as well as to extend the BSPP activities to cover principals, teachers and parents so as to strengthen the support for students. Over a three-year period as from the 2015/16 school year, EDB plans to commission non-governmental organisations, on a pilot basis, to organize work experience programmes for non-Chinese speaking students and students with specific learning difficulties. We will review and consolidate the key elements of effective business-school partnership practices to feedback to planning and to facilitate the setting up of a platform to showcase the exemplars in three years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB472****(Question Serial No. 4752)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the following two new items, (1) Item 848 Implementation of the Fourth Strategy on Information Technology in Education and (2) Item 849 Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools, it is mentioned on page 366 of the Budget that the funding for these items is included in the draft 2015-16 Estimates for consideration by the Legislative Council in the context of the Appropriation Bill. Please provide:

- (a) a breakdown of the expenditures and details of the funding;
- (b) the reasons for not submitting them to the Finance Committee of the Legislative Council for approval first; and
- (c) the mechanism and justification for deciding to include the items in the Estimates for consideration by the Legislative Council in the context of the Appropriation Bill.

Asked by: Hon IP Kin-yuen (Member Question No. 100)

Reply:(a)

On Item 848, we have proposed earmarking a total provision of \$105 million for implementation of the "Fourth Strategy on Information Technology in Education" (ITE4). The estimated expenditure for 2015-16 is \$51 million, including \$40 million as one-off grant for about 400 schools (which are prepared to use e-textbooks or other e-learning resources in the 2015/16 school year) to acquire mobile computing devices; \$10 million for Hong Kong Education City Limited to acquire e-learning resources; and \$1 million for other support measures, such as engagement of contract staff for project management.

On Item 849, we have earmarked \$16.563 million for a three-year pilot to be commissioned to non-governmental organisations to provide career-related experience for students with Specific Learning Difficulties (SpLD) and non-Chinese speaking students (NCS) in secondary schools tentatively planned for commencement in the 2015/16 school year.

(b) and (c)

The Financial Services and the Treasury Bureau has explained the decision for including new commitment items, including Item 848 and Item 849, in the 2015-16 draft Estimates for approval by the Legislative Council in the context of the Appropriation Bill 2015. More details about the considerations are set out in an Information Note to the Finance Committee [LC Paper No. FC121/14-15(01)], which is available on –

<http://www.legco.gov.hk/yr14-15/english/fc/fc/papers/fc20150316fc-121-1-e.pdf>

- End -

**CONTROLLING OFFICER'S REPLY****EDB473****(Question Serial No. 3573)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Among the Matters Requiring Special Attention in 2015-16, "making the Chinese History subject compulsory" is not included. In this regard:

1. What are the work and expenditures relating to "making the Chinese History subject compulsory" in 2015-16?
2. What is the current number of Chinese History teachers at secondary schools? How many additional Chinese History teachers will be needed for the implementation of Chinese History as a compulsory subject? What is the overall estimate for teacher education training for "making the Chinese History subject compulsory"?

Asked by: Hon IP Kwok-him (Member Question No. 53)

Reply:

1. The Education Bureau has stipulated in the curriculum document "*Learning to Learn - The Way Forward in Curriculum*" (2001) that "Students in all types of junior secondary schools will study Chinese history and culture, because Chinese history and culture are part of the Essential Contents for Learning in the Personal, Social and Humanities Education Key Learning Area (PSHE KLA)". In the 2014/15 school year, 391 (88%) of the secondary schools\* offer Chinese History as an independent subject, while 53 (12%) offer Chinese history in other integration modes at the junior secondary level\*\*. For the senior secondary level, Chinese History is an elective subject and this status has not been changed after the implementation of the New Academic Structure. As there has been no change in the status of Chinese History in both the junior and senior secondary levels, no additional expenditure or training expense is needed.

\* The total number of government, aided, caput and direct subsidy scheme secondary schools in Hong Kong in the 2014/15 school year is 444, excluding special schools, private independent schools, private independent schools (non-local curriculum), private schools and senior secondary schools.

\*\* For schools which choose not to offer Chinese History as an independent subject at the junior secondary level, they should make reference to the curriculum framework in the Personal, Social and Humanities Education Key Learning Area Curriculum Guide and incorporate essential learning elements of Chinese history into the curriculum modes that are used.

2. In the 2014/15 school year, the number of teachers teaching Chinese History at junior secondary and

senior secondary level are 1553 and 663 respectively. As mentioned in (1) above, it is EDB's current policy that secondary schools must provide Chinese history education at the junior secondary level.

- End -

**CONTROLLING OFFICER'S REPLY****EDB474****(Question Serial No. 3574)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

As mentioned under Matters Requiring Special Attention in 2015–16, the Bureau will “continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels”. Please advise:

1. the expenditures on developing and managing the assessment bank in the past 3 years and this year;
2. the implementation and educational output of this plan and the way(s) of review; and
3. other major approaches adopted for Basic Law education at senior primary and junior secondary levels, as well as their respective expenditures in the past 3 years and the estimate for this year.

Asked by: Hon IP Kwok-him (Member Question No. 54)

Reply:

1. Basic Law education has been incorporated in different curricula at primary and secondary levels. Expenditure on developing and managing for the related assessment bank is absorbed by the recurrent expenditure of the Education Bureau (EDB) as an integral part of day-to-day curriculum development work. There is no separate breakdown.
2. EDB would continuously develop learning packages to enhance students' understanding of the Basic Law. The “Let's Learn the Basic Law” Learning Package (senior primary) was developed in printed as well as web versions and was distributed in 2012. Meanwhile, the Chinese and English versions of the “Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary)” have been distributed to schools in stages from January 2012 to January 2013. During the same period, web-based resources supporting the learning of the Basic Law were also made available for school use. To keep pace with the development of e-learning, an e-book version of the above learning package for junior secondary has also been developed in February 2014 and will be revamped and updated in 2015. Besides, an “Effective Use of ‘Let's Learn the Basic Law’ Learning Package”, which is a collection of schools' good practices, will be distributed to all primary schools in 2015.

To facilitate teachers in their assessment of students' understanding of the Basic Law in various school subjects, two databases of questions for assessment in schools have been provided for primary and secondary school teachers separately by June 2012. Students can assess their own understanding of the Basic Law online through responding to questions and engaging in online games which were made available in December 2012.

To enhance teachers' understanding of the concepts and essence of the Basic Law as well as the strategy in using the learning packages and web-based resources, EDB has organised and will continue to organise from time to time professional development programmes for teachers. As an on-going process for the review and development of the resource materials, EDB will collect information on teachers' feedback through various channels to further refine the above resource materials.

3. In addition to progressively deepen the regular tasks on Basic Law education, including the existing curriculum contents, professional development programmes for school heads and teachers, learning and teaching support, etc., EDB will also strengthen other areas of the Basic Law education, including the production of "Basic Law Audio-visual Learning and Teaching Package" for promoting the Basic Law and the organisation of the "Inter-school Online Quiz Competition", etc., so as to enhance senior primary and junior secondary students' understanding of the Basic Law. Expenditure for the related curriculum work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. Other than the expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. Additional and updated learning and teaching resources to enhance school's implementation of Basic Law education will be developed in 2015-16 and the expenditure for developing learning and teaching resources in 2012-13 to 2015-16 is as follows:

2012-13	2013-14	2014-15	2015-16
\$0.8 million	\$0.65 million	\$2.07 million	\$3.65 million

- End -

**CONTROLLING OFFICER'S REPLY****EDB475****(Question Serial No. 3575)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

“Provide more Mainland exchange opportunities for primary and secondary school students” and “further promote professional interflow” among sister schools in Hong Kong and the Mainland are among the Matters Requiring Special Attention in 2015-16. The 2015 Policy Address also mentions a scheme to “double the number of primary and secondary sister schools in Hong Kong and the Mainland to about 600 pairs”. Please advise of the following:

1. What were the expenditures on the exchange opportunities financially supported by the Government for the past 3 years? What are the additions and enhancements in this year? What is the estimated expenditure?
2. What does it mean by “professional interflow”? Please advise of the types of professional interflow and the estimated expenditures.
3. What were the support measures and estimated expenditures of the Government on Hong Kong and Mainland sister schools for the past 3 years? What is the total estimated expenditure on “doubling the number within 3 years” as mentioned in the 2015 Policy Address? What is the estimated expenditure for this year (first year)?

Asked by: Hon IP Kwok-him (Member Question No. 55)

Reply:

(1) In the past three years (2012-13, 2013-14, and 2014-15), the expenditure involved in the Mainland exchange programmes for primary and secondary students is shown below:

Financial Year	Expenditure (\$million)
2012-13	32.3
2013-14 <sup>#</sup>	41.2
2014-15 <sup>+</sup>	46.6

# Actual figures revised from last year's estimates  
 + Provisional figures

In 2015-16, an estimated amount of \$83.7 million will be allocated for providing more Mainland exchange opportunities to students.



(2) & (3)

Since 2004, about 300 primary and secondary schools in Hong Kong have formed a total of 441 pairs of sister schools with their counterparts in the Mainland. For the past three years (2012-13, 2013-14 and 2014-15), the total expenditure for the commissioned services under the Guangdong-Hong Kong Sister School Scheme is \$0.98 million. To build on the experience gained, we aim to further promote professional interflow among the school management and teachers in areas such as school development and planning, lesson observation and evaluation, school-parental partnership through school visits, seminars and experience-sharing etc. between the sister schools.

Subject to the approval of the Finance Committee, EDB plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. We will provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB476****(Question Serial No.6191)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

With regard to helping schools to cater for students with special educational needs, will the Administration please inform us:

- a. Whether there were earmarked expenditures and manpower in the past three years and 2015-16 Estimates for supporting schools to cater for students with learning difficulties? If yes, what are the respective amounts? If no, what are the details?
- b. What were the numbers of applications for funding in the past three years? For schools which were granted with funding, how did they use such funding? Please list out the items on which such funding was used by schools.
- c. Has the Administration monitored the utilisation of funding by schools? If yes, what are the monitoring measures? What are the details on the manpower involved?
- d. Are there measures to assess the effectiveness of the utilisation of funding by schools? If yes, what are the assessment measures and assessment results?

Asked by: Hon KWOK Ka-ki (Member Question No. 295)

Reply:  
(a) – (d)

To help schools cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The amount of the LSG is calculated on the basis of the number of students with SEN and the tier of support the students require. There is no need for schools to make applications for LSG. To further enhance the support for students with SEN in mainstream schools, EDB has increased the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support has also been raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. The grant rates and its ceiling will be adjusted annually according to the change in the Composite Consumer Price Index starting from the 2015/16 school year. Other additional resources include Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Schools are required to deploy their resources holistically and flexibly to provide appropriate support services for students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring

professional services (such as speech therapy services), etc. Since the context of individual schools differs, and school-based support services vary according to the genuine needs of their students with SEN, the use of grant by each public sector school on hiring different types of staff or professional services differs.

Apart from the additional resources mentioned above, EDB also provides schools with professional support and teacher training to help them cater for their students with SEN. The total expenditure for supporting public sector mainstream primary and secondary schools in catering for students with SEN for the 2012/13 and 2013/14 school years was \$1,009 million and \$1,075 million respectively, whereas the estimated expenditure for the 2014/15 and 2015/16 school years is \$1,237 million and \$1,291 million respectively.

When using Government subventions for employing staff and purchases, including hiring of services, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to Integrated Education at the end of each school year. To further enhance transparency, schools are required to set out how resources are deployed to provide support services for students with SEN and upload such information into their school websites. Besides, EDB's professional staff conduct regular school visits and organise training and sharing sessions for schools to ensure proper deployment of resources for supporting students with SEN. In short, the effective use of resources by schools to support students with SEN is under on-going review under an established accountability and monitoring mechanism.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB477**

**(Question Serial No. 6193)**

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

Will the Administration please inform us the numbers of students with various types of learning difficulties in the past 3 years? Please give a breakdown of the numbers of students by their age groups and types of learning difficulties as well as the percentage share of such figures in the population of the respective age groups?

Asked by: Hon KWOK Ka-ki (Member Question No. 297)

Reply:

The Education Bureau maintains data of students with special educational needs (SEN) by grade levels and their SEN types. We do not keep the student data by age groups. The number of students with SEN in public sector mainstream schools by grade levels and by their SEN types from the 2011/12 to 2013/14 school years is tabulated at the Appendix. We are unable to provide the percentage share of students with SEN in the population of the respective age groups.

**Number of students with SEN in public sector mainstream schools  
by grade levels by SEN types from the 2011/12 to 2013/14 school years** <sup>(Note)</sup>

2011/12

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	68	431	53	21	0	33	47
P2	428	94	422	143	21	6	45	910
P3	1 612	166	417	293	18	6	49	450
P4	2 039	166	386	449	19	6	52	281
P5	2 131	154	378	503	29	12	60	174
P6	2 197	127	290	513	32	8	72	110
S1	1 891	164	225	488	35	15	63	60
S2	1 803	184	210	468	47	11	71	29
S3	1 494	181	206	379	39	26	78	42
S4	1 248	178	177	265	50	19	82	35
S5	834	108	129	124	38	16	87	20
S6	557	125	94	62	31	17	88	22
S7	19	0	11	4	7	4	23	2

2012/13

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	67	496	57	13	2	35	30
P2	533	88	542	186	23	3	34	890
P3	1 645	113	487	414	22	5	42	445
P4	1 943	181	469	535	15	7	48	268
P5	2 084	161	425	634	22	4	49	189
P6	2 163	154	417	628	31	11	57	117
S1	2 267	149	294	577	33	8	66	73
S2	1 822	168	258	567	42	18	58	39
S3	1 792	195	245	486	45	19	72	22
S4	1 344	153	208	362	41	21	63	22
S5	1 041	164	179	228	47	19	80	21
S6	779	103	123	113	38	13	79	13

2013/14

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	18	97	547	45	12	4	38	36
P2	437	88	662	200	18	5	36	815
P3	1 770	98	624	508	23	3	43	447
P4	1 862	130	533	648	25	5	44	271
P5	1 984	181	502	700	16	7	51	178
P6	2 115	157	444	751	21	4	52	130
S1	2 297	183	396	710	32	12	60	65
S2	2 141	137	345	709	37	12	68	41
S3	1 810	175	298	589	43	19	55	40
S4	1 601	161	246	482	46	18	76	19
S5	1 105	125	199	320	33	20	58	18
S6	934	145	179	204	44	19	83	24

Note:

- Figures as at September of the respective school years.
- With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB478****(Question Serial No. 6195)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

With regard to teacher training, will the Administration please advise on:

- a. the respective numbers of primary and secondary school teachers who had completed the basic course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- b. the respective numbers of primary and secondary school teachers who had completed the advanced course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- c. the respective numbers of primary and secondary school teachers who had completed the thematic course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?

Asked by: Hon KWOK Ka-ki (Member Question No. 299)

Reply:

(a) - (c)

The Education Bureau (EDB) is committed to enhancing the professional capacity of teachers in catering for students with special educational needs (SEN). We launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers. To further enhance the capacity of mainstream school teachers in catering for students with SEN, EDB has launched a new round of BAT Courses starting from the 2012/13 school year.

The number of public sector mainstream school teachers having completed the BAT Courses from 2011/12 to 2013/14 are as follows:

Course	2011/12		2012/13		2013/14	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	147	211	120	339	215	356
Advanced	160	213	89	152	92	141
Thematic	592	386	144	222	200	281

As the same teacher may attend one or more of the BAT Courses, providing the percentage share of teachers having attended the basic, advanced and thematic courses in the total numbers of primary and secondary teachers is considered inappropriate and misleading.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB479**

**(Question Serial No. 6510 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: ( 7 ) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding international schools,

- A. please give a breakdown, by district, the numbers of school places, students enrolled and vacancies, as well as the proportion of the number of school places to the number of students of the districts, in the past 3 years;
- B. Under the estimates for 2015-16, does the Government have any plan to encourage the development of more international schools? If yes, what are the plan(s) as well as the manpower and expenditure involved?

Asked by: Hon KWOK Ka-ki (Member Question No. 332 )

Reply:

1. International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including those provided by English Schools Foundation and other private international schools), students enrolled, the percentage of students to school places, and vacancies by the districts in which the international schools are located from the 2012/13 to 2014/15 school years is set out at Appendix.
2. The Government is committed to developing a vibrant international school sector mainly to meet the demand for international school places from overseas families living in Hong Kong and families coming to Hong Kong for work or investment. According to the findings of a consultancy study completed in late 2012, in view of the expansion plan of the business community, the increase in student population from overseas families coming to Hong Kong, the local demand for international school places (Note), and the unmet demand as derived from the waiting list of schools, it is projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 primary places in the 2016/17 school year.

To address the projected shortfall, we have already completed the allocation of three vacant school premises for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. For the remaining projected shortfall in primary places, we are conducting a new round of school allocation exercise (SAE) to further increase the supply through allocating two vacant premises and three greenfield sites in the Southern District, Sai Kung and Tai Po for international school development. The results of the SAE will be available shortly.



Further to the consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest position of international school places at primary and secondary levels in the territory and to better understand the nature of the demand in the next few years. The study will also collect views through surveys from international schools and the business sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled with the past trends of demand for international school places and the forecast changes in economic growth, will be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment. The study is expected to complete by end 2015. Subject to the results of the study and availability of suitable sites or vacant school premises for international school development, we will consider whether and when to launch a new round of SAE for international school development.

Recurrent administrative expenditure and manpower involved in the monitoring of supply and demand of international school places and the management of SAEs will be absorbed by this Bureau. At present, the work relating to facilitating and supporting international school development in light of the demand is overseen by a Deputy Secretary, a Principal Assistant Secretary, an Assistant Secretary and a Senior Executive Officer in the Bureau, amongst their other duties.

Note: The consultancy study completed in end 2012 covered the provision of primary and secondary school places of schools operated by the English Schools Foundation, other private international schools and private independent schools.

**Number of international school places, number of students enrolled,  
percentage of students to school places, and vacancies by the districts from 2012/13 to 2014/15 school years**

	2012/13				2013/14				2014/15			
	Number of places	Number of students enrolled	% of students to places	Vacancies	Number of places	Number of students enrolled	% of students to places	Vacancies	Number of places	Number of students enrolled	% of students to places	Vacancies
<b>Hong Kong</b>												
Central & Western	3 717	3 452	92.9%	265	3 577	3 138	87.7%	439	3 542	3 110	87.8%	432
Wan Chai	2 707	2 510	92.7%	197	3 133	2 991	95.5%	142	3 226	2 877	89.2%	349
Eastern	7 001	5 702	81.4%	1 299	7 205	6 040	83.8%	1 165	6 602	5 716	86.6%	886
Southern	10 215	9 479	92.8%	736	10 204	9 442	92.5%	762	10 532	9 679	91.9%	853
<i>Sub-total</i>	23 640	21 143	89.4%	2 497	24 119	21 611	89.6%	2 508	23 902	21 382	89.5%	2 520
<b>Kowloon</b>												
Yau Tsim Mong	-	-	-	-	-	-	-	-	-	-	-	-
Sham Shui Po	550	529	96.2%	21	105	83	79.0%	22	105	95	90.5%	10
Kowloon City	7 360	6 475	88.0%	885	7 475	6 683	89.4%	792	7 713	6 971	90.4%	742
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	560	384	68.6%	176	276	268	97.1%	8	1 268	1 127	88.9%	141
<i>Sub-total</i>	8 470	7 388	87.2%	1 082	7 856	7 034	89.5%	822	9 086	8 193	90.2%	893
<b>New Territories</b>												
Sai Kung	720	717	99.6%	3	1 292	1 201	93.0%	91	1 314	1 241	94.4%	73
Sha Tin	2 124	2 109	99.3%	15	2 119	2 103	99.2%	16	2 120	2 082	98.2%	38
Tai Po	1 475	1 114	75.5%	361	1 526	1 134	74.3%	392	1 526	1 065	69.8%	461

North	240	207	86.3%	33	300	262	87.3%	38	340	274	80.6%	66
Yuen Long	123	65	52.8%	58	123	56	45.5%	67	150	41	27.3%	109
Tuen Mun	731	657	89.9%	74	830	821	98.9%	9	953	946	99.3%	7
Tsuen Wan	-	-	-	-	-	-	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	417	391	93.8%	26	434	435	100.2%	- 1
Island	1 159	974	84.0%	185	1 102	967	87.7%	135	1 132	976	86.2%	156
<i>Sub-total</i>	6 572	5 843	88.9%	729	7 709	6 935	90.0%	774	7 969	7 060	88.6%	909
<b>Total</b> (rounded to the nearest 100)	<b>38 700</b>	<b>34 400</b>	<b>88.9%</b>	<b>4 300</b>	<b>39 700</b>	<b>35 600</b>	<b>89.7%</b>	<b>4 100</b>	<b>40 900</b>	<b>36 600</b>	<b>89.4%</b>	<b>4 300</b>

Notes:

- (1) Figures include English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at September of the respective years.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

- End -

**CONTROLLING OFFICER'S REPLY****EDB480****(Question Serial No. 5995)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In the 2014/15 school year, how many cross-boundary students (CBS) were allocated P1 school places through the dedicated school net of the Central Allocation? How many were admitted to P1 through the Discretionary Places Admission? Please list by districts.

Asked by: Hon LEUNG Kwok-hung (Member Question No. 640)

Reply:

The Primary One Admission (POA) System is divided into two stages, namely the Discretionary Places Admission stage and the Central Allocation stage. In brief, at the Discretionary Places Admission stage, parents including parents of cross-boundary students (CBS) may apply to any public sector primary schools. School places in the Central Allocation stage are allocated to students who have not been offered a Discretionary Place by schools and based primarily on parents' prioritised choices. In the case of over-subscribed schools at the Central Allocation stage, applicant children residing in school nets under the POA System will be allocated a Primary 1 (P1) place in any school having available places in the school net to which they belong, though the schools allocated may not have been chosen by the parents. Likewise, CBS will be allocated a school place in the schools having available places and specified in the respective Choice of Schools List for the Central Allocation of the POA cycle. The Choice of Schools List for the Central Allocation (For Applicant Children Residing in the Mainland) consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS. The number of P1 places included in the Choice of Schools List for the Central Allocation (For Applicant Children Residing in the Mainland) of POA 2014 for admission to P1 in the 2014/15 school year by school net is tabulated at [Annex A](#).

In POA 2014 (for admission to P1 in the 2014/15 school year), a total of 4 045 CBS were allocated a P1 place including 1 374 at the Discretionary Places Admission stage and 2 671 at the Central Allocation stage.

Every eligible applicant child will be allocated a public sector P1 place under the POA System. Apart from the afore-mentioned arrangement under the POA, due to various factors (including the number of newly arrived children from the Mainland, parental choices, etc.), there are uncertainties about the actual demand for P1 places and the situation in different districts or school nets in each allocation cycle may vary. The eventual number of places for the Central Allocation is subject to adjustment based on the actual demand for school places from January (school choice making) to May (computer-processing for the Central Allocation) every year. Based on the annual surveys conducted via schools, the number of CBS studying in public sector schools at P1 level in the 2014/15 school year with breakdown by district is at [Annex B](#).

**Primary One Places in Choice of Schools List for Central Allocation  
for Cross-boundary Students in Primary One Admission (POA) 2014 by School Net  
(For Admission to Primary One in 2014/15 School Year)**

<b>POA School Net</b>	<b>P1 Places</b>
43	50
70	868
71	330
72	1 057
74	100
80	158
81	130
83	30
84	154
89	100
98	200

Note:

Figures refer to the position as at January of 2014 when the 2014 Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland) was compiled to facilitate parents to make school choice for Central Allocation of POA 2014.

**Number of Cross-boundary Students (CBS) Studying in Public Sector Schools  
at Primary One in 2014/15 School Year**

<b>District</b>	<b>Number of CBS</b>
North	1 217
Tai Po	470
Yuen Long	1 147
Tuen Mun	668
Tsuen Wan	0
Kwai Tsing	0
Tung Chung	5
Sha Tin	154
Wong Tai Sin	35
<b>Total</b>	<b>3 696</b>

Note:

Figures are based on the annual survey conducted via schools in September 2014 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

- End -

**CONTROLLING OFFICER'S REPLY****EDB481****(Question Serial No. 3817 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2015–16, the Education Bureau will “continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development”. Please advise:

1. the numbers and proportions of local, mainland, Taiwan and overseas students who studied in international schools, including the English Schools Foundation, with a breakdown by primary and secondary schools and special education), as well as the numbers and proportions of students of the top 5 countries or regions in the past 5 school years; and
2. how the Administration assesses the international community's demand for education in Hong Kong.

Asked by: Hon MA Fung-kwok (Member Question No. 43 )

Reply:

1. The number of local and non-local students in international primary and secondary schools and the breakdown of non-local students in international primary and secondary schools by top five nationalities from the 2010/11 to 2014/15 school years are tabulated at Appendix. We do not have a breakdown on the nationality of international school students with special education needs.
2. The Government is committed to developing a vibrant international school sector mainly to meet the demand for school places from overseas families living in Hong Kong or coming to Hong Kong for work or investment. To facilitate formulation of effective measures that help meet such demand, we have been monitoring and reviewing the provision of international school places in the territory through consultancy studies since 2012. Further to the last consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest position of international school places at primary and secondary levels in the territory and to better understand the nature of the demand in the next few years. The study will also collect views through surveys from international schools and the business sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled with the past trends of demand for international school places and the forecast changes in economic growth, will be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment.

**Number of Local and Non-local Students (Chinese or Others) enrolled in International Primary and Secondary Schools  
from 2010/11 to 2014/15 School Years**

(based on the student enrolment survey conducted in September of respective years)

**Primary**

	2010/11		2011/12		2012/13*		2013/14*		2014/15	
	Students	%	Students	%	Students	%	Students	%	Students	%
Local <sup>(1)</sup>	2 319	13.3%	2 392	13.2%	2 924	15.5%	3 208	16.5%	3 695	18.3%
Non-local Chinese <sup>(2),(3)</sup>	859	4.9%	847	4.7%	661	3.5%	724	3.7%	764	3.8%
Non-local Others <sup>(2)</sup>	14 221	81.7%	14 850	82.1%	15 259	81.0%	15 560	79.8%	15 734	77.9%
<b>Total</b>	<b>17 399</b>	<b>100.0%</b>	<b>18 089</b>	<b>100.0%</b>	<b>18 844</b>	<b>100.0%</b>	<b>19 492</b>	<b>100.0%</b>	<b>20 193</b>	<b>100.0%</b>

\* With revised figures.

**Secondary**

	2010/11		2011/12		2012/13		2013/14		2014/15	
	Students	%	Students	%	Students	%	Students	%	Students	%
Local <sup>(1)</sup>	1 428	9.9%	1 789	12.0%	2 074	13.4%	2 442	15.2%	2 718	16.5%
Non-local Chinese <sup>(2),(3)</sup>	999	6.9%	823	5.5%	888	5.7%	823	5.1%	806	4.9%
Non-local Others <sup>(2)</sup>	12 034	83.2%	12 296	82.5%	12 568	80.9%	12 823	79.7%	12 918	78.6%
<b>Total</b>	<b>14 461</b>	<b>100.0%</b>	<b>14 908</b>	<b>100.0%</b>	<b>15 530</b>	<b>100.0%</b>	<b>16 088</b>	<b>100.0%</b>	<b>16 442</b>	<b>100.0%</b>

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport).
- (2) Non-local Chinese students refer to students who hold Chinese nationality and do not have right of abode in Hong Kong (e.g. Mainlanders, Macaoese and Taiwanese). There is no further breakdown on the number of students with Chinese nationality.
- (3) Figures include students studying in English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (4) Figures refer to position as at September of the respective years.



**Number of Non-local Students by Top 5 Nationality enrolled in International Primary and Secondary Schools  
from 2010/11 to 2014/15 School Years**

(based on the student enrolment survey conducted in September of respective years)

**Primary**

	2010/11			2011/12			2012/13			2013/14			2014/15		
Rank	Nationality	Students	% to overall students	Nationality	Students	% to overall students	Nationality	Students	% to overall students	Nationality	Students	% to overall students	Nationality	Students	% to overall students
1	British	3 022	17.4%	British	3 150	17.4%	British	3 249	17.2%	British	3 308	17.0%	British	3 242	16.1%
2	American	2 158	12.4%	American	2 245	12.4%	American	2 352	12.5%	American	2 317	11.9%	American	2 280	11.3%
3	Australian	1 652	9.5%	Australian	1 731	9.6%	Australian	1 797	9.5%	Australian	1 876	9.6%	Australian	1 991	9.9%
4	Japanese	1 372	7.9%	Japanese	1 361	7.5%	Japanese	1 418	7.5%	Canadian	1 402	7.2%	Canadian	1 499	7.4%
5	Canadian	1 306	7.5%	Canadian	1 313	7.3%	Canadian	1 349	7.2%	Japanese	1 372	7.0%	Japanese	1 308	6.5%

**Secondary**

	2010/11			2011/12			2012/13			2013/14			2014/15		
Rank	Nationality	Students	% to overall students	Nationality	Students	% to overall students	Nationality	Students	% to overall students	Nationality	Students	% to overall students	Nationality	Students	% to overall students
1	British	2 822	19.5%	British	2 872	19.3%	British	2 908	18.7%	British	2 928	18.2%	British	2 883	17.5%
2	Canadian	1 781	12.3%	American	1 792	12.0%	American	1 836	11.8%	American	1 838	11.4%	American	1 868	11.4%
3	American	1 778	12.3%	Canadian	1 746	11.7%	Canadian	1 714	11.0%	Canadian	1 631	10.1%	Canadian	1 628	9.9%
4	Australian	1 094	7.6%	Australian	1 124	7.5%	Australian	1 147	7.4%	Australian	1 160	7.2%	Australian	1 167	7.1%
5	Chinese	999	6.9%	Chinese	823	5.5%	Chinese	888	5.7%	French	863	5.4%	French	935	5.7%

Notes :

(1) Nationality refers to issuing country of the passport.

- (2) British National (Overseas) Passport (B.N.O.) holders are excluded from British students.
- (3) Chinese students refer to students who hold Chinese nationality and do not have right of abode in Hong Kong (e.g. Mainlanders, Macaoese and Taiwanese).
- (4) Figures include students studying in English Schools Foundation (ESF) schools and other private international schools but not the special school
- (5) Figures refer to position as at September of the respective years.

– End –

**CONTROLLING OFFICER'S REPLY****EDB482****(Question Serial No. 3827)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary School Education

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

Director of Bureau: Secretary for Education

Question:

During 2015-16, the Education Bureau (EDB) will continue to implement the new senior secondary (NSS) curriculum. However, some of the elective subjects, such as Visual Arts (VA) and Chinese History, have shown a marked reduction in candidates sitting for examination. Did the Bureau conduct any studies about the phenomenon and put forward any solutions in 2014-15? If no, what are the reasons? Will the Bureau carry out the task in 2015-16? If no again, does the Bureau consider that the marked reduction in candidates sitting for the two subjects conforms with the original targets of the NSS curriculum?

Asked by: Hon MA Fung-kwok (Member Question No. 22)

Reply:

The NSS curriculum, with its range of elective subjects, caters for the full spectrum of student interests, aspiration and abilities. As such, there are no pre-set candidature targets for the elective subjects. The changes in the number of students taking NSS elective subjects are mainly attributed to an increasing drop in the overall student population, i.e. 70,282, 69,750, 65,270 and 62,237 in 2012, 2013, 2014 and 2015 respectively. According to statistics issued by the Hong Kong Examinations and Assessment Authority (HKEAA), candidates entering for Visual Arts (VA) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination accounted for 6.70% and 6.85% of the total number of day school candidates in 2014 and 2015 respectively. The figures show no drop in the percentage of candidates entering for VA. The same is true for Chinese History. The percentage of day school candidates enrolling in the 2015 HKDSE Chinese History is 10.33%, i.e. a slight increase when compared with 10.28% in the 2014 HKDSE. Chinese History was the eighth most popular subject among all the 20 elective subjects in the first three sittings of the HKDSE Examination, and rose to become the seventh most popular subject in terms of enrolment rate in the 2015 HKDSE Examination. In fact, it is not true that the candidature for VA and Chinese History has shown a marked reduction.

To further attract more students to benefit from taking the two subjects, the Education Bureau (EDB) and HKEAA have done some review exercises and fine-tuned the VA and Chinese History curricula and assessment requirements in the Short-term Review of the New Academic Structure (NAS). The requirements of School-based Assessment (SBA) of VA have been streamlined, i.e. the number of portfolios has been reduced from 2 to 1 and the total number of artwork has also been reduced from 6 to 4. For Chinese History, the number of elective modules that students are required to take has been reduced to one, thereby trimming 15% of the curriculum. In addition, more solutions will be suggested to further relieve the pressure on both students and teachers in the Medium-term Review of the NAS, e.g. the cancellation of SBA in Chinese History and the provision of guided questions in VA.

EDB and the HKEAA have been attaching great importance to the implementation of the NSS curriculum and assessment, and have striven to enhance the learning and teaching of VA and Chinese History through a range of measures. A variety of learning and teaching materials, case analyses on assessment and examples of teaching design have been issued for teachers' use and reference. Seminars, sharing sessions and learning communities are organised for teachers to enrich their professional knowledge. Staff members from EDB visit schools from time to time to ascertain the implementation of VA and Chinese History curricula, and respond to the needs identified with the necessary professional support.

The review of the NSS curriculum and assessment is an on-going process. We will continue to maintain close liaison with stakeholders such as school principals, university scholars and sector players as a means to gauging the views of different parties on the curriculum and assessment for bettering student learning.

- End -

**CONTROLLING OFFICER'S REPLY****EDB483****(Question Serial No. 3834)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown, by age group (under 30, 30-40, 41-50 and 51-60), of the wastage rate and number of primary and secondary teachers in government, subsidised, private and Direct Subsidy Scheme (DSS) schools in the past 3 years.
2. Please give a breakdown, by class level, of the number of primary and secondary students who left school for pursuing further studies overseas in government, subsidised, private and DSS schools in the past 3 years

Asked by: Hon MA Fung-kwok (Member Question No. 32)

Reply:

- (1) The number of primary and secondary school teachers and the wastage rate in government, aided, caput (secondary only), private and Direct Subsidy Scheme (DSS) schools by age group for the school years from 2012/13 to 2014/15 are as follows.

**Primary Schools (Government, Aided, Private and DSS)**

2012/13	Government		Aided		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	60	19.6	2 000	7.4	340	13.7	400	8.8
30 – 40	560	2.5	7 930	3.6	740	9.3	550	7.3
41 – 50	570	1.8	4 570	3.0	290	4.7	150	7.1
51 – 60	210	10.6	1 990	11.8	140	9.1	50	19.0

2013/14	Government		Aided		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	80	12.3	2 240	7.9	330	6.2	380	8.5
30 – 40	500	2.2	7 810	3.3	750	5.7	590	4.8

2013/14	Government		Aided		Private		DSS	
41 – 50	620	2.4	4 710	2.7	330	5.7	160	7.7
51 – 60	210	12.8	2 120	10.8	140	9.4	50	8.3

2014/15	Government		Aided		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	100	4.8	2 580	7.9	370	12.6	380	9.7
30 – 40	440	3.4	7 670	2.6	760	7.1	610	5.6
41 – 50	670	1.9	4 910	2.2	370	4.8	180	3.5
51 – 60	240	11.8	2 300	10.0	150	10.5	60	5.1

### Secondary Schools (Government, Aided, Caput, Private and DSS)

2012/13	Government		Aided		Caput		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	220	22.0	4 230	13.2	30	19.4	90	36.5	1 240	13.7
30 – 40	430	9.6	7 800	5.2	80	8.5	170	20.8	1 590	7.8
41 – 50	690	3.0	6 880	3.7	60	4.7	80	33.7	680	10.3
51 – 60	390	15.7	3 210	14.1	30	5.7	40	31.0	390	16.2

2013/14	Government		Aided		Caput		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	210	15.1	3 510	9.2	10	11.8	100	16.4	1 130	8.2
30 – 40	380	7.9	7 730	3.5	40	4.9	200	10.9	1 730	5.4
41 – 50	720	1.3	7 030	1.9	40	0.0	70	27.2	700	5.4
51 – 60	390	11.8	3 390	8.9	20	5.4	40	20.5	400	12.0

2014/15	Government		Aided		Caput		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	190	11.9	3 160	8.0	10	0.0	90	14.7	1 020	6.2
30 – 40	370	5.2	7 590	3.4	40	4.5	230	12.7	1 820	4.9
41 – 50	710	2.2	7 060	2.0	40	2.8	80	19.1	720	4.9

51 – 60	420	8.1	3 620	9.7	30	10.7	50	8.7	420	8.8
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\* Numbers rounded to the nearest 10.

^ “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

- (2) The Education Bureau does not compile statistics on the number of students who have left local schools and pursued studies outside Hong Kong.

- End -

**CONTROLLING OFFICER'S REPLY****EDB484****(Question Serial No. 4339)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

- (1) The total numbers of non-Chinese speaking (NCS) students attending public sector and District Subsidy Scheme schools who took the Chinese Language examination of the Hong Kong Diploma of Secondary Education Examination (HKDSEE) and the numbers of those students who attained level 3 or above in the past 5 years.
- (2) The numbers of NCS students enrolling in the higher education programmes in the past 5 years.
- (3) The breakdown of the actual expenditure for the Bureau's implementation of the policy of learning Chinese as a second language in 2014-15 and the relevant estimate for 2015-16.

Asked by: Hon MA Fung-kwok (Member Question No. 42)

Reply:

- (1) For the past 5 years (i.e. from the 2010/11 to 2014/15 school years), information on the Hong Kong Diploma of Secondary Education (HKDSE) was only available starting from 2012 when this examination was first administered. There were 95, 120 and 113 non-Chinese speaking (NCS) students sitting for HKDSE (Chinese Language) Examination in 2012, 2013 and 2014 respectively. A total of 22, 37 and 27 NCS students respectively attained Level 3 or above in HKDSE (Chinese Language) Examination, the general entrance requirement under Joint University Programmes Admissions System. Results of the HKDSE Examination in 2015 will be announced in July 2015. It is worth noting that NCS students' learning of the Chinese language should not simply be based on results in individual examinations. In addition, the Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework", the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.
- (2) Admissions to higher education programmes, including those offered by University Grants Committee (UGC)-funded institutions and self-financing institutions, are offered to eligible applicants, irrespective of their race and language spoken at home. According to their records, the total number of local NCS students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) admitted to the UGC-funded full-time undergraduate programmes was 141, 145, 249, 227 and 226 in the 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 school years respectively. However, statistics with breakdown by local and non-local NCS students are not available for the self-financing sector.
- (3) The major support measures for NCS students' learning of the Chinese language for the 2014/15 and 2015/16 school years and the estimated expenditure are tabulated at [Annex](#).



**Educational support measures for non-Chinese speaking (NCS) students  
in the 2014/15 and 2015/16 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>	<b>Estimated expenditure in the 2015/16 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7  Note 1	210.0  Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0  Note 1	3.0  Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	3.0
Student grant for Applied Learning Chinese (for NCS students)	2.0	5.2

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.62
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.51	Note 2
Support for kindergartens admitting NCS students -		
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	3.0	0.7 Note 1
(b) School-based professional support services	Note 1	Note 1

Notes:

- These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available. Apart from the above-mentioned measures, a funding of about \$10 million has also been earmarked for a new USP project to support NCS kindergarten students in the transition to primary schools from the 2015/16 school year to the 2016/17 school year.
- Subject to further deliberation by the Standing Committee on Language Education and Research, the programmes may be fine-tuned by, among others, extension to NCS students aged 9-12 so as to encourage primary schools admitting more NCS students to create an immersed Chinese environment for their students and providing these students with learning experience outside schools by joining the activities. The estimated expenditure is still being worked out.

- End -

**CONTROLLING OFFICER'S REPLY****EDB485****(Question Serial No. 4344)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the statement “continue to take measures to encourage the UGC-funded institutions to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland” under Matters Requiring Special Attention in 2015-16, will the Administration advise on the following:

1. whether it can provide the numbers of Hong Kong students attending higher education institutions in the Mainland and those who have returned to Hong Kong to work or pursue further study (postgraduate programmes) upon graduation; if it cannot provide such information, for what reasons;
2. the number of applications for assessment of academic qualifications obtained in the Mainland that the Hong Kong Council for Accreditation of Academic and Vocational Qualifications received in the past year; and among such applications, the percentages of cases in which the qualifications concerned were formally recognised and those which were not;
3. the latest progress in mutual recognition and articulation of professional qualifications such as medical practitioners, Chinese medicine practitioners, dentists, pharmacists, rehabilitation therapists, nurses, specialists, architects, accountants and social workers?

Asked by: Hon MA Fung-kwok (Member Question No. 52)

Reply:

1. The Government does not maintain records of the number of Hong Kong students pursuing studies in the Mainland and those who have returned to Hong Kong to work or pursue further study upon graduation. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the estimated number of Hong Kong residents studying full-time tertiary education programmes in the Mainland was about 7 356 in 2006 and 5 515 in 2011. Moreover, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 330 as at October 2014.
2. In 2014-15 (as at 13 March 2015), 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 829, in which 98.9% of the qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong.
3. Hong Kong and the Mainland are committed to enhancing mutual recognition of professional qualifications and the access of Hong Kong professional services to the Mainland market under the framework of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). The

Government also encourages professional bodies of both sides to pursue mutual recognition of professional qualifications and to foster exchanges among professional and technical talents. In respect of the professions mentioned, the latest development is summarised below:

#### Medical and Health Sector

At present, there is no mutual recognition for Medical and Health Sector. Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) of Hong Kong permanent residents with Chinese citizenship are allowed to apply for and obtain the Mainland's "medical practitioner's qualification certificates" through accreditation. On the other hand, eligible registered medical practitioners, Chinese medicine practitioners, dentists and pharmacists may sit the Mainland's qualification examination. Furthermore, twelve types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologies, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland. With the signing of Agreement between the Mainland and Hong Kong on Achieving Basic Liberalisation of Trade in Services in Guangdong under CEPA on 18 December 2014, Hong Kong permanent residents are allowed to apply for registration as practising pharmacists in Guangdong Province in accordance with the relevant Mainland's regulations.

#### Architects / Construction Sector

For Construction Sector, Estate Surveyors, Architects, Structural Engineers, Planners, Quantity Surveyors and Building Surveyors have reached mutual recognition agreements under CEPA.

#### Accountant

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

#### Social Worker

The Social Workers Registration Board, being the registration authority of social workers in Hong Kong, does not have any plan and has not received any formal request for developing mutual recognition of professional qualifications.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB486**

**(Question Serial No. 3837)**

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

Regarding the online integration services platform, will the Administration inform us of the following:

- (1) What were the expenditure on the online integration services platform and cloud computing technology in respect of the costs of hardware and software, manpower cost for project management, technical support as well as security audit and other professional services last year? What are the estimated expenditure for the above items this year?
- (2) What are the details and progress of the work relating to the support of more industry standards in digital publishing, exchange of learning data and capacity to support large scale implementation? What are the staffing, time schedule, expenditure and estimated expenditure?

Asked by: Hon MOK Charles Peter (Member Question No. 52)

Reply:

(1) and (2)

We provided a one-off grant of \$10 million to the Hong Kong Education City Limited (HKECL) in early 2014 for development of an online integration platform for linking up schools' learning management system and various e-textbooks/e-learning resources platforms. The development cost for the online integration platform covers the costs of hardware and software, manpower for project management and technical support as well as security audit and other professional services. The development of the online integration platform is divided into two phases. Phase one, covering single-sign-on service, common learning platform for students and content updating mechanism, had been completed by the third quarter of 2014 as scheduled. Phase two, covering the support of more industry standards in digital publishing, exchange of learning data and capacity to support large scale implementation, is also progressing well and will be completed by the second quarter of 2015.

The manpower requirements of the Education Bureau for monitoring the development and operation of the online integration platform by HKECL are absorbed within our own resources.

- End -

**CONTROLLING OFFICER'S REPLY****EDB487****(Question Serial No. 3842)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Administration implements the initiatives to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. Will the Administration inform us of the following:

- (1) What are the details of expenditure spent so far for the scheme? What are the detailed plan, timetable, estimated manpower and funding provisions as well as the amount of subsidy of the scheme in the coming year?
- (2) What is the schedule for reviewing scheme? What is the estimated expenditure for conducting the review?
- (3) What is the detailed plan for selecting the designated self-financing undergraduate programmes? What are the manpower and funding provisions?

Asked by: Hon MOK Charles Peter (Member Question No. 57)

Reply:

(1), (2) and (3)

As one of the initiatives to broaden the opportunities for local students to receive higher education, the Government, starting from the 2015/16 academic year, launches the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP will be implemented on a pilot basis for three cohorts and then be subject to a review on its effectiveness. The resources required to conduct the review will be determined in due course.

The selected programmes must be full-time locally-accredited self-financing undergraduate programmes, and should help nurture necessary talents in support of specific industries with urgent or keen demand for human resources in Hong Kong. The specific programmes and the respective number of the subsidised places of each programme under SSSDP for each cohort is determined in consultation with relevant bureaux/departments, having regard to the feedback received from their stakeholders.

For the cohort to be admitted in the 2015/16 academic year, there are five participating institutions providing 13 full-time locally-accredited self-financing undergraduate programmes and offering a total of 940 subsidised places under SSSDP. Details of the relevant institutions, programmes, respective number of

subsidised places and the maximum subsidy amount per student per academic year for each programme are set out at **Annex**.

The subsidies under SSSDP are provided to the students pursuing the relevant programmes. The unit subsidy will be administered by a two-tier arrangement in which a subsidy of up to \$40,000 is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 is provided to more costly programmes which are laboratory-based. Actual tuition fees paid by the students should reflect the subsidy under SSSDP. While the programmes and the respective number of subsidised places for the cohort to be admitted in the 2015/16 academic year has been determined, those for the cohorts to be admitted in the 2016/17 and 2017/18 academic years are yet to be decided.

The total expenditure for running the Scheme for three cohorts of students is estimated to be \$960 million and one additional civil service post (viz. one Executive Officer I) has been created on time-limited basis to cope with the implementation workload.

**Study Subsidy Scheme for Designated Professions/Sectors  
Participating Institutions and Programmes  
for Cohort to be Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000

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**CONTROLLING OFFICER'S REPLY****EDB488****(Question Serial No. 3843)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question:

Will the Administration inform this Committee of the following:

- (1) What is the total number of IT-related vocational education and training (VET) programmes offered by institutions under the Vocational Training Council (VTC)? What are the levels of these programmes under the Qualifications Framework (QF)? What is their distribution among the various levels?

QF Level	Number of programmes

- (2) What is the employment situation of graduates of IT-related VET programmes offered by institutions under the VTC? Has any statistical survey been conducted on the employment situation of these graduates? If yes, what are the findings and details of the staffing and other expenditure involved? If there is no such plan, what are the reasons?
- (3) What are the specific details, staffing arrangement, timetable and estimated expenditure of the Administration's plan to enhance VTC's IT-related programmes to better suit the needs of the sector? If there is no such plan, what are the reasons?
- (4) Does the Administration have any plan to develop IT professional certification under the QF to accord IT practitioners a common professional status they deserve? If yes, what are the specific details, staffing arrangement, timetable and estimated expenditure of such plan? If there is no such plan, what are the reasons?

Asked by: Hon MOK Charles Peter (Member Question No. 58)

Reply:

- (1) In the 2014/15 academic year, the Vocational Training Council (VTC) offers about 50 vocational education programmes in the Information Technology (IT) discipline. 47 of them are registered under the area of study/training of "Computer and Information Technology" in the Qualifications Register and their levels under the Qualifications Framework (QF) are given below –

<b>QF Level</b>	<b>Number of programmes</b>
3	3
4	39
5	5

- (2) An employment survey is conducted each year for graduates of full-time programmes six months after their graduation. Part-time programmes are designed for in-service personnel and thus employment survey is not conducted. The employment survey for the graduates of the 2013/14 academic year is being conducted and the statistics are not yet available. According to the employment survey conducted for the graduates from the IT discipline's programmes of the 2012/13 academic year, the employment rate of the economically active graduates for the year is about 86%. Since the conduct of employment survey is part of the on-going efforts of VTC, no additional manpower resources and expenditure are required.
- (3) VTC regularly reviews its programmes to ensure their relevance to the industry's latest trend and manpower requirements. Manpower survey on the IT sector is conducted biennially to provide information on the existing manpower situation and training needs and to project manpower demand. The Committee on Information Technology Training and Development (CITTD) of VTC has conducted its 16<sup>th</sup> biennial manpower survey in 2014. Besides, representatives from the IT sectors are invited as members/advisors of CITTD to advise on the direction and strategy of academic development, course planning, curriculum development and quality assurance system. As these activities form an integral part of VTC's on-going work, no additional manpower resources and expenditure are required.
- (4) The Education Bureau (EDB) has set up the Information and Communications Technology (ICT) Industry Training Advisory Committee (ITAC) in 2005 to implement QF in the industry. The ITAC has already drawn up the Specification of Competency Standards (SCS) for the software products and software services sector, as well as the communications and information services sector. It is now drafting the SCS for the media technology sector of the ICT industry. The SCS are useful reference materials for education and training providers to offer learning programmes which meet industry needs. We also encourage stakeholders including employers and professional associations to make full use of the SCS as basis for recruitment, in-house training, performance management, entry requirements or standards for admission to professional associations or award of professional qualifications. For the ICT industry, we understand that the Hong Kong Computer Society has established a professional recognition scheme under which the underpinning job competences required are based on the relevant SCS developed by the ITAC. Administrative work of the ITAC is absorbed by the existing manpower resources of the QF Secretariat, the executive arm of EDB dedicated to the implementation of QF.

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**CONTROLLING OFFICER'S REPLY**

**EDB489**

**(Question Serial No. 3844)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the Administration inform this Committee of the following:

- (1) Regarding the enhancement of information technology infrastructure and services of the Vocational Training Council (VTC), what are the specific work plan and work schedule? What are the details of the staffing and other estimated expenditure involved?
- (2) Regarding the enhancement of e-Learning platform and ancillary support services of the VTC, what are the specific work plan and work schedule? What are the details of the staffing and other estimated expenditure involved??

Asked by: Hon MOK Charles Peter (Member Question No. 59)

Reply:

- (1) The enhancement of information technology (IT) infrastructure and services in the Vocational Training Council (VTC) covers three areas, namely the development of a smart campus, system support for the new curriculum and IT security.

Regarding the development of a smart campus, VTC will enhance access by mobile devices to IT services (e.g. e-learning and student self-services) at 17 campuses of the Hong Kong Institute of Vocational Education and Youth College by installing additional advanced servers, thereby providing faster Wi-Fi access. Mobile applications and new mobile-based IT services will be introduced to enable the dissemination of information, access to learning and teaching materials, as well as student self-help services.

On the support for the new curriculum, VTC will implement enhancement to the various IT systems including the Student Portal, Career Development and Advisory Services System, Student Admission System, Student Records Management System, Timetabling and Module Selection Platform as well as Holistic Programme Planning System.

As for IT security, VTC's network infrastructure will be enhanced by upgrading of firewalls and the intrusion detection and prevention systems, as well as the introduction of new real-time analysis and monitoring system to identify attacks. VTC will also improve the functionalities of its account system for students and staff to enhance authorisation of the use of IT resources. Separately, the Software Asset Management System will be enhanced to monitor and minimise the risks of the use of unauthorised software.

The above items of work have commenced in 2013-14 and will be completed by 2017-18. The estimated expenditure involved is \$67.2 million in total, covering both manpower resources and capital expenses.

- (2) To improve students' learning experience, further enhancement of the e-Learning platform and deployment of IT Services Desk will be carried out. System customisation and integration of products and services of the e-Learning platform will be introduced. Video services of the e-Learning platform will be enhanced in terms of capacity and performance. The IT Service Desk aims to provide one-stop IT support services for students.

The above items of work have commenced in 2014-15 and are expected to complete in 2018-19. The estimated expenditure involved is \$9.8 million in total, covering both manpower resources and capital expenses.

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**CONTROLLING OFFICER'S REPLY****EDB490****(Question Serial No. 3845)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The EDB “offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers” and will “provide more Mainland exchange opportunities for primary and secondary school students”. In this regard, please inform this Committee:

Do the above-mentioned programmes refer to the same programme? If yes, what are the details of work and timetable for advance preparation? What are the details of the staffing involved and other estimated expenditures? What are the details of work and timetable for implementation? What are the details of the staffing involved and other estimated expenditures? If no, how are the programmes different from each other? What are the details of work and timetable for advance preparation? What are the details of the staffing involved and other estimated expenditures? What are the details of work and timetable for implementation? What are the details of the staffing involved and other estimated expenditures?

Asked by: Hon MOK Charles Peter (Member Question No. 60)

Reply:

The Education Bureau (EDB) has been providing Mainland exchange programmes (MEPs) for primary and secondary students to join on a voluntary basis for many years. As set out in the 2015 Policy Address, the Government plans to subsidise students to join at least one MEP each in the primary and secondary stages. To support the implementation of this Policy Address item, we plan to provide more Mainland exchange opportunities for students on top of the existing provision. MEPs for primary and secondary students mainly consist of programmes commissioned by EDB and programmes organised by individual schools with government subsidies. The estimated expenditure for 2015-16 is \$83.7 million.

Teachers participate in different kinds of professional exchange programmes through a variety of channels, including those organised by school sponsoring bodies and schools to meet the professional development needs of teachers. Insofar as the mode of study tour is concerned, EDB provides professional exchange for teachers mainly through such programmes as the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團). Moreover, a substantial number of teachers also participate in the MEPs for students as learning facilitators according to the “1 teacher: 10 students ratio”. The expenditure for teacher MEPs in 2014-15 is \$1.2 million \*.

The manpower for the implementation of MEPs for students and professional exchange programmes for teachers is absorbed in the recurrent expenditure of EDB.

\* provisional figure

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB491**

**(Question Serial No. 3846)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Regarding the matter that the Education Bureau will “continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels”, will the Administration inform this Committee of:

- (1) the details of the advance preparation work and timetable for the implementation of the plan, as well as the manpower and other estimated expenditure involved; and
- (2) the job details and timetable of the plan that have been fixed, as well as the manpower and other estimated expenditure involved;

Asked by: Hon MOK Charles Peter (Member Question No. 61)

Reply:

Education Bureau (EDB) will conduct trial teaching of the e-book version of the Understanding the Law, Access to Justice: Basic Law Learning Packages (Junior Secondary) and reprint its teacher version (first published in 2012 and reprinted with minor amendments in 2015). Besides, An “Effective Use of ‘Let’s Learn the Basic Law’ Learning Package”, which is a collection of schools’ good practices, will be distributed to all primary schools in 2015. Meanwhile, the EDB is developing a Basic Law Audio-visual Learning and Teaching Package to deepen students’ knowledge of the Basic Law in junior secondary and senior primary levels. The EDB will also continue to enrich and update the assessment bank and collect feedback through various channels to further refine the above resource materials. Expenditure for the related curriculum work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. are absorbed by the recurrent expenditure of the Education Bureau as an integral part of day-to-day curriculum development work. There is no separate breakdown for individual items, only the expenditure on developing learning and teaching resources could be provided. The estimated expenditure for developing learning and teaching resources for Basic Law education in 2015-16 for secondary schools and primary schools is \$2.39 million and \$1.26 million respectively. The staffing resources required will be absorbed within EDB’s provision.

- End -

**CONTROLLING OFFICER'S REPLY****EDB492****(Question Serial No. 3847)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Mainland University Study Subsidy Scheme by the Education Bureau, will the Administration advise this Committee of: the details and timetable of the initial preparation work as well as the manpower involved and other estimated expenditures; the application and approval figures; the implementation progress and timetable as well as the manpower involved and other estimated expenditures?

Asked by: Hon MOK Charles Peter (Member Question No. 62)

Reply:

In his 2014 Policy Address, the Chief Executive announced a series of initiatives in a bid to provide senior secondary graduates with broader and more diversified further study pathways both in and outside Hong Kong, including the introduction of the Mainland University Study Subsidy Scheme (MUSSS) starting from the 2014/15 academic year to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). The Legislative Council eventually approved a funding of \$113,707,000 in July 2014 (see paper FCR(2014-15)15) for implementing the MUSSS for three cohorts of students, including the provision for three additional time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) to cope with the additional workload arising from the implementation of the scheme. Under the MUSSS, students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. The MUSSS will benefit three cohorts of students starting from the 2014/15 academic year (i.e. those entering the first year of undergraduate studies in the 2014/15, 2015/16 and 2016/17 academic years) and then its effectiveness will be reviewed.

The MUSSS was launched on 31 July 2014. Hong Kong students who have been admitted to the first year of undergraduate programmes of Mainland higher education institutions under the Admission Scheme for the 2014-15 academic year were invited to submit their applications for subsidy from 1 to 29 August 2014. Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy of \$15,000 per year and the remaining 111 to receive the half-rate subsidy of \$7,500 per year.

The total expenditure for implementing the MUSSS in the 2014/15 academic year was about \$4 million. As for the manpower and related expenditure involved, apart from the three time-limited civil service posts created to cope with the implementation workload arising from the MUSSS, the Education Bureau (EDB) and Working Family and Student Financial Assistance Agency (WFSFAA) (known as the Student Financial Assistance Agency before 1 March 2015) have been handling the work with their existing resources. The manpower and related expenditure involved have been subsumed under the establishment and provision for the EDB and WFSFAA. It is difficult to quantify them separately.

-End-

**CONTROLLING OFFICER'S REPLY****EDB493****(Question Serial No. 3848)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's Pilot Mainland Experience Scheme for Post-secondary Students, will the Administration advise this Committee of: the details and timetable of the initial preparation work as well as the manpower involved and other estimated expenditures; the application and approval figures; the implementation progress and timetable as well as the manpower involved and other estimated expenditures?

Asked by: Hon MOK Charles Peter (Member Question No. 63)

Reply:

The Financial Secretary announced in the 2011-12 Budget a proposal to allocate \$100 million to launch a five-year pilot scheme to subsidise on a matching basis local tertiary students participating in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services, so as to enable the participants to learn about the prevailing social, economic and cultural landscapes of our country. The Legislative Council eventually approved a funding of \$100 million in 2011 (see paper FCR(2011-12)28) for launching the five-year pilot scheme starting from the 2011/12 academic year to subsidise post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.

The pilot scheme was launched in July 2011. All local institutions offering locally-accredited post-secondary programmes are eligible to participate in the pilot scheme to benefit their students, both local and non-local, who are enrolled in full-time publicly-funded or self-financing locally-accredited post-secondary programmes. Participation of both institutions and students is voluntary. Participating institutions are provided with a grant ceiling calculated based on their full-time student enrollment in the 2010/11 academic year. The grants would be disbursed on a dollar-for-dollar matching basis in respect of private donations received up to the grant ceiling of the respective institution. The matching grants can be used to subsidise each participating student up to \$3,000 or 50% of the cost per capita of the programme concerned (whichever is lower). Priority would be given to those students who have no or minimal Mainland experience.

The pilot scheme is open for application by the participating institutions once a year during the five-year period of the pilot scheme, i.e. from 1 July 2011 to 30 June 2016. The application should be accompanied by institutions' project proposals, setting out the programme objective and details, the number of beneficiaries, budget, etc. All programmes must be arranged/endorsed by the institutions and conducive to achieving the objective of the pilot scheme. Institutions may use the matched funds for operating programmes under the pilot scheme for a period of up to eight years, i.e. from 1 July 2011 to 30 June 2019.

If, upon the completion of the fifth round application, there remains funding under the grant ceiling which has not yet been matched by the concerned institutions, such funds will be opened up for application by all



participating institutions on a first-come-first-served and \$1 for \$2 matching (i.e. \$1 government grant for every \$2 raised through donation) basis until the end of the five-year period. Unspent funds will be returned to the Government at the end of the pilot scheme.

As at February 2015, four rounds of applications by the participating institutions have been processed under the pilot scheme. About \$72.1 million have been granted to 24 participating institutions and 475 programmes proposed by the institutions have been approved, which are estimated to have benefited about 19 000 students.

As for the manpower and related expenditure involved in implementing the pilot scheme, since the EDB has been handling the work with existing resources, the manpower and related expenditure involved have been subsumed under the establishment and provision for the EDB. It is difficult to quantify them separately.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB494**

**(Question Serial No. 3849)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the matter on “providing financial and professional support to local public sector and Direct Subsidy Scheme schools having formed sister school(s) with schools in the Mainland” by the Education Bureau, will the Administration advise this Committee of the details of the preparation work and timetable before implementing the scheme, the estimates of manpower and other expenses involved; and the details and timetable for implementation of the scheme as well as the estimates of manpower and other expenses involved.

Asked by: Hon MOK Charles Peter (Member Question No. 64)

Reply:

Subject to the approval of the Finance Committee, the Education Bureau (EDB) plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. Implementation details are being worked out. We will provide professional support to schools through pairing up of sister schools, organising sharing sessions, collecting and disseminating good practices, etc. Apart from deploying the existing manpower to implement the pilot scheme, a time-limited Education Officer (Administration) grade post will be created to support implementation of the pilot. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB495****(Question Serial No. 3850)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure commitment of the Education Bureau, will the Administration inform us the details of the estimated expenditure for the following individual items under the operating account:

- (1) 840 E-Textbook Market Development Scheme
- (2) 848 Implementation of the Fourth Strategy on Information Technology in Education
- (3) 944 Promotion of e-Learning in the school sector
- (4) 976 Supporting Schools to Adopt E-textbooks

Asked by: Hon MOK Charles Peter (Member Question No. 65)

Reply:(1)

We launched the e-Textbook Market Development Scheme (EMADS) in 2012 with a commitment of \$50 million. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of EMADS is around \$39.5 million. About \$21 million seeding grant has been disbursed to the NPM developers for both phases. The remaining seeding grant of around \$18.5 million will be disbursed in the next three years.

(2)

We have proposed earmarking a total provision of \$105 million for implementation of the "Fourth Strategy on Information Technology in Education". The estimated expenditure for 2015-16 is \$51 million, including \$40 million as one-off grant for about 400 schools (which are prepared to use e-textbooks or other e-learning resources in the 2015-16 school year) to acquire mobile computing devices; \$10 million for the Hong Kong Education City Limited to acquire e-learning resources; and \$1 million for other support measures, such as engagement of contract staff for project management.

(3)

We launched the "Pilot Scheme on e-Learning in Schools" (Pilot Scheme) in 2010 with \$68 million out of a commitment of \$128 million for promotion of e-learning in the school sector. The Pilot Scheme was a three-year project and was completed in the 2013/14 school year. We will use the balance of the project vote in 2015-16 for conduct of research studies to assess the effectiveness of the Pilot Scheme.

As regards the remaining \$60 million, \$10 million was disbursed to the Hong Kong Education City Limited in 2010 for development of an online trading platform on e-learning resources and \$50 million was provided

to all public sector schools in 2010 as one-off grant for procurement of e-learning resources.

(4)

We launched the “Support Scheme for e-Learning in Schools” in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. Another one-off grant of \$10 million was disbursed to the Hong Kong Education City Limited for development of an online integration platform for linking up schools’ Learning Management System and various e-textbooks/e-learning resources platforms. The remaining \$5 million is for other support measures such as provision of programme management services for schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB496****(Question Serial No. 4349)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

In paragraph 46 of the Budget Speech, it is mentioned that from this year onwards, free online Government information will be released in digital formats.

- (1) Please provide in the table below details about the free online Government information released in digital formats by your bureau/department for download by the public:

						Format of information available for download (please choose)			
Bureau/Department	Free information/data released to the public	Description of the information	Period of the information	Is it currently listed in Data.One	Date of release and the updating frequency	JSON, XML, or CSV	XLS, DOC	TIF, JPG, PDF, PNG	RSS

- (2) In 2015-16, what are the manpower and expenditure involved in releasing online Government information by your bureau/department?
- (3) Did your bureau/department review all non-classified information that your bureau/department own or possess, draw up priorities for their release, and compile them into digital data formats to facilitate retrieval/inspection, research or application development, and the creation of more industries through innovative reuse of data? If so, what are the details? If not, what are the reasons?

Asked by: Hon MOK Charles Peter (Member Question No. 78)

Reply:

- (1) Education Bureau (EDB) provides members of the public and stakeholders with latest update on education related information and services through the EDB website and other online channels including the Data.One platform. The information is made available in various digital formats (e.g. CSV, XLS, DOC, JPG, PDF, PNG, GIF, RSS, HTML, e.g.) and covers a variety of contents including education system and policy, announcements and circulars, publications, statistics, reports, videos, teaching and learning resources, information and services related to students, parents, teachers and

schools, as well as geo-referenced data of school locations and school net boundaries. As the information is in large quantity and very diversified, no detailed breakdown in table form could be provided.

- (2) The preparation and release of relevant information for public consumption is part of the ongoing work of the Bureau. Concerned manpower and expenditure are absorbed from within our existing provision.
- (3) Following the Guidelines for the Dissemination of Public Sector Information (PSI) published by the Office of the Government Chief Information Officer, we have appointed a PSI Coordinator to review the public information maintained by the Bureau with a view to identifying high value and high quality information from the perspective of re-use by the community for prioritising our development of more PSI datasets to the Data.One platform accordingly.

- End -

**CONTROLLING OFFICER'S REPLY****EDB497****(Question Serial No. 4350)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In connection with the provision of public information and gathering of public opinions by means of the Internet, please advise on the following:

The information regarding the social media platforms set up and operated by your bureau/departments/public bodies or their agents (such as out-sourced contractors or consultants) for the past year in tabulated form.

Commence- ment of operation (Month/ Year)	Status (keep updating /ceased updating) (as at 28 February 2015)	Government agencies (including policy bureaux/ departments/ public bodies/ government consultations)	Name	Social media (Facebook/ Flickr/ Google+ /Linked In /Sina Weibo/ Twitter/ YouTube)	Purpose of establish- ment and no. of updates (as at 28 February 2015)	No. of "Likes"/ No. of subscribers / Average monthly visits ((as at 28 February 2015)	Compiling summary of comments and following up on a regular basis (Yes/ No)	Rank and no. of officers responsible for the operation (as at 28 February 2015)	Financial resources involved in the establish- ment and daily operation (as at 28 February 2015)
			(1)...	(1)...					
			(2)...	(2)...					
			(3)...	(3)...					

Asked by: Hon MOK Charles Peter (Member Question No. 79)

Reply:

The requested information related to Education Bureau and the departments and public organisations under the purview of the Bureau are provided at the table below.

Commence- ment of operation (Month/ Year)	Status (keep updating /ceased updating) (as at 28 February 2015)	Government agencies (including policy bureaux/ departments/ public bodies/ government consultations)	Name	Social media (Facebook/ Flickr/ Google+ /Linked In /Sina Weibo/ Twitter/ YouTube)	Purpose of establish- ment and no. of updates (as at 28 February 2015)	No. of “Likes”/ No. of subscribers/ Average monthly visits (as at 28 February 2015)	Compiling summary of comments and following up on a regular basis (Yes/ No)	Rank and no. of officers responsible for the operation (as at 28 February 2015)	Financial resources involved in the establish- ment and daily operation (as at 28 February 2015)
Jul 2010	Keep updating	Education Bureau (EDB)	EDB YouTube Channel	YouTube	To share the video clips on work and related information of EDB with the public	No. of subscribers: about 730 / Average monthly visits: about 1 500	No	1 Senior Executive Officer; 1 Executive Officer I and 1 Executive Assistant	N.A.
Apr 2013	Keep updating	EDB	Special Education Resource Centre	YouTube	To share information on appropriate strategies to support students with special educational needs	Number of subscribers: about 465 / Average monthly visits: 4 785	No	1 Inspector	N.A.
Aug 2013	Keep updating	EDB	Internet Safety Videos.	YouTube	To disseminate messages of Internet safety	Number of subscribers: 32	No	1 Inspector (Graduate)	N.A.
Jan 2014	Keep updating	EDB	Gifted Education Section, Curriculum Development Institute	YouTube	To share the video clips to enhance public understanding on the work of Gifted Education Section, EDB.  A total of 15 video clips have been uploaded.	Number of subscribers: 25	No.	1 Curriculum Development Officer	N.A.



Aug 2011	Keep updating	Working Family and Student Financial Assistance Agency	Student Finance Office YouTube Channel	YouTube	To share the video clips to enhance public understanding on the work of the Student Finance Office of the Working Family and Student Financial Assistance Agency.  A total of 41 video clips have been uploaded.	Total Number of subscribers: 72	No	1 Information Technology Officer	N.A.
Aug 2010	Keep updating	University Grants Committee (UGC)	Hong Kong PhD Fellowship Scheme	YouTube	To share the video clips produced by the eight UGC-funded institutions to attract potential applicants to the Hong Kong PhD Fellowship Scheme	Number of subscribers: 24	No	1 Research Administrator I	N.A.
Sep 2013	Keep updating	UGC	Hong Kong PhD Fellowship Scheme	Facebook	To promote the Hong Kong PhD Fellowship Scheme.	Number of “likes”: 6 391	Yes	- Ditto -	N.A.
Dec 2011	Keep updating	Hong Kong Examinations and Assessment Authority (HKEAA)	HKEAA Channel	YouTube	To share the video clips to enhance public understanding on the work of the HKEAA and public examinations	Number of subscribers: Over 240	No	1 Manager and 1 Assistant Officer	N.A.
Sep 2009	Keep updating	Vocational Training Council (VTC)	Vwa Facebook	Facebook	To share and update information on vocational education and training as well as study pathway	Accumulated no. of “Likes”: 36 400	No	1 Marketing Officer	N.A.

Oct 2009	Keep updating	VTC	Hong Kong Design Institute Facebook	Facebook	To share and update information on Hong Kong Design Institute	Accumulated no. of “likes”: 6 700	No.	- Ditto -	N.A
Oct 2010	Keep updating	VTC	channelvtc	YouTube	To share and update information on vocational education and training	Accumulated no. of visit : 2 187 000 (Average monthly visit for the past 12 months: 92 000)	No	- Ditto -	N.A.
Jan 2011	Keep updating	VTC	VTC Facebook	Facebook	To share and update information on vocational education and training	Accumulated no. of “Likes”: 9 500	No	- Ditto -	N.A.
Aug 2011	Keep updating	VTC	WorldSkills Hong Kong Competition	Facebook	To share information on skills competition and promote vocational education and training	Accumulated no. of “likes”: 1 400	No.	- Ditto -	N.A
Oct 2011	Keep updating	VTC	IVE Information Technology Facebook	Facebook	To share and update information on vocational education and training on information technology	Accumulated no. of “likes”: 1 700	No.	- Ditto -	N.A
Aug 2012	Keep updating	VTC	Hong Kong Design Institute – PEEC Facebook	Facebook	To share and update information on Hong Kong Design Institute – Professional Education and Engagement Centre (PEEC)	Accumulated no. of “likes”: 8 900	No.	- Ditto -	N.A

Mar 2011	Keep updating	Hong Kong Education City	香港教育城創作天地	Facebook	To promote writing and Teen Campus activities	No. of “Likes”:775	Yes	Project Officers, Marketing Officers and Manager: Total 5	N.A.
Apr 2011	Keep updating	Hong Kong Education City	Small Campus	Facebook	To promote activities for primary students	No. of “Likes”: 16 631	Yes	- Ditto -	N.A.
Apr 2011	Keep updating	Hong Kong Education City	慢慢讀	Facebook	To promote reading activities and information	No. of “Likes”: 1 565	Yes	- Ditto -	N.A.
Jul 2011	Keep updating	Hong Kong Education City	HKEdCity	Facebook	To promote activities organised by the Hong Kong Education City	No. of “Likes”: 1 270	Yes	- Ditto -	N.A.
Sep 2011	Keep updating	Hong Kong Education City	Learning & Teaching Expo	Facebook	To promote the Learning and Teaching Expo activities	No. of “Likes”:550	Yes	- Ditto -	N.A.
Aug 2012	Keep updating	Hong Kong Education City	少年Teen空	Facebook	To promote activities for secondary students	No. of “Likes”:381	Yes	- Ditto -	N.A.
Sep 2012	Keep updating	Hong Kong Education City	Student Explorer	Facebook	To promote Student Explorer activities and communicate with past participants	No. of “Likes”:222	Yes	- Ditto -	N.A.

- End -

**CONTROLLING OFFICER'S REPLY****EDB498****(Question Serial No. 4830)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the Bureau's expenditure on the procurement of computer software and hardware, will the Administration inform this Committee of the following:

- (1) Does the Administration have any standard internal procurement guidelines which set out criteria for the purchase or upgrade of computer software and hardware for the Bureau? If yes, what are the details? Do the guidelines require that the Bureau must upgrade its computer software and hardware in a timely manner?
- (2) Given that the computer software and hardware supplier Microsoft will terminate its support service for the operating platform of its Windows XP, please provide the respective numbers of computer systems in the Bureau which are using (i) the operating platform of Microsoft Windows XP; (ii) the operating platforms released by Microsoft before 2001; and (iii) other operating platforms (please specify the version), as well as the respective percentages of these three types of operating systems in the Bureau's total number of computer systems. Does the Bureau have any plan to upgrade the above operating platform versions which are now obsolete?
- (3) What are the expenditure on and criteria for the procurement of tablet computers by the Bureau? What are the model numbers and the uses of the tablet computers? Is there any confidential information saved on the tablet computers? If yes, what are the details? Is there any information security software installed in the tablet computers used by the Bureau? What is the expenditure involved?
- (4) What are the number of computer systems operating off line and the version of their operating platforms? Are there any standardised criteria on adopting information security software or anti-virus software in the Bureau? If yes, what is the model of the software adopted? If no, what are the models of the software adopted?

Asked by: Hon MOK Charles Peter (Member Question No. 123)

Reply:

- (1) The Education Bureau follows the established Government regulations and guidelines in the procurement of computer hardware and software and continuous maintenance of government computer systems, including the timely replacement or upgrade of computer software and hardware in accordance with our business and operation requirements and priorities, as well as system performance, interoperability, maintenance and support requirements.
- (2) We currently provide a total of some 3 900 desktop and notebook computers to support the work of

the staff in the Bureau. All of them are using Microsoft supported Windows operating systems, including Windows Vista, Windows 7 and Windows 8.

- (3) Besides desktop and notebook computers, we also provide about 220 tablet computers of various models, including iOS, Android, as well as Windows based tablet computers, to facilitate the daily work of colleagues. The concerned total expenditure is about \$900,000. Procurement of tablet computer is based on operational need of individual teams and colleagues and follows the same Government procurement regulations and guidelines. No confidential information would be kept in those tablet computers, except 16 tablet computers running on Windows 8 operating system which are allowed to access the confidential mail system. We have strictly followed the Government Security Regulations with regard to the security settings in the concerned tablet computers. Most of the security measures and software are centrally provided or bundled with the tablet computers, we do not have the breakdown of individual expenditure.
- (4) The Education Bureau currently does not have any computer systems operating off line. All the computer systems of the Bureau follow the standard information security policy and guidelines on adoption of information security and anti-virus software. For security reason, we will not disclose the models of the information security related software adopted by the Bureau.

- End -

**CONTROLLING OFFICER'S REPLY****EDB499****(Question Serial No. 3360)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Administration will continue to maintain the stability of teaching force through a series of targeted relief measures in the 2015/16 school year, in view of the temporary decline of the Secondary 1 student population. In this regard, will the Administration advise :

- (a) the actual number of teachers reduced between 2011/12 and 2014/15 as well as a breakdown by reasons; the resource implication for retaining the surplus teachers in last 3 school years;
- (b) given the student to teacher ratio in public sector secondary schools will decrease to 12.3:1 in 2015/16, whether it will assess the feasibility of implementing small class teaching; if yes, of the details and schedule; if no, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 73)

Reply:

- (a) The number of teachers in public sector secondary schools reduced in the school years from 2011/12 to 2012/13, from 2012/13 to 2013/14, and from 2013/14 to 2014/15 is 1 600, 600 and 200 respectively. The comparatively great decrease from the 2011/12 to 2012/13 school year is largely due to the lapse of the one-year time-limited posts created to cope with the one-off surge in demand for secondary school teachers in 2011/12, the double-cohort school year. The decrease in number of teaching posts is resulted from a number of factors. It is very difficult to trace the complex interwoven effects of various school practices such as filling up teaching posts outside the staff establishment with flexible deployment of various grants and other funding, temporary freezing of posts for hiring of educational services, etc. The decrease may also be resultant from the lapse of additional resources under a time-limited project and reduction of classes at levels other than Secondary One arising from the population drop in the previous years.

Under the package of targeted relief measures introduced in the 2013/14 school year to address the temporary decline of the Secondary One student population, aided schools with reduced number of Secondary One classes from the 2013/14 to the 2015/16 school years are allowed to retain their surplus teachers for three school years until the respective cohort of classes progresses beyond Secondary Three. During the retention period, the surplus teachers can be absorbed by the vacancies arising from normal turnover of teachers in the approved establishment. As schools are not required to identify the surplus teachers being retained under the relief measures and will only be required to rectify the surplus situation at the end of the retention period, we are unable to provide the expenditure for retaining the surplus teachers under this package of targeted relief measures.

- (b) Conceptually speaking, small class teaching (SCT) is more a teaching strategy involving teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. International

studies have suggested that SCT is more effective when students are of younger age and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. We have no plan to implement SCT in secondary schools having regard to the afore-mentioned considerations.

- End -

**CONTROLLING OFFICER'S REPLY****EDB500****(Question Serial No. 3361 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2 ) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The Administration has been implementing small class teaching (SCT) in public-sector primary schools since the 2009/10 school year. In order to meet the transient increase in demand for primary one (P1) places in the 2014 cycle, the Education Bureau adopted the arrangement for temporarily allocating more students to each P1 class. In this connection, please advise the following information :

(a) a breakdown of the number of classes in public-sector primary schools by the class size in 2012/13, 2013/14, 2014/15, 2015/16 school years by using the following table.

School Year	Class Size			
	25 students or less	26 -27 students	28 -29 students	30 students or more
Number of classes in public-sector primary schools				

(b) the number of time-limited additional Assistant Primary School Master/Mistress post provided in 2014/15 and 2015/16 school years and the spending involved; whether it had provided more resources to the schools which adopted the temporary arrangement in order to address their financial needs in supporting the students; if yes, please provide the details; if no, the reasons for that?

Asked by: Hon. SHEK Lai-him, Abraham (Member Question No. 67)

Reply:

- (a) Upon the implementation of small class teaching (SCT) in public sector primary schools since the 2009/10 school year, for schools implementing SCT, 25 students will be allocated per class under the Primary One Admission System while other schools will be allocated 30 students per class. On top of the number of students allocated per Primary 1 (P1) class, schools are allowed to admit more students per class having regard to views of stakeholders, viz. SCT schools may admit up to 27 students per class and 33 for those allocated with 30 per class. The number of operating classes at P1 in public sector primary schools with “25 or less”, “26 to 27”, “28 to 29” and “30 or more” students for the 2012/13 to 2014/15 school years are set out in the table below. The 2015/16 school year is yet to commence and relevant figures are not available.



School Year	25 students or less	26-27 students	28-29 students	30 students or more	Total
2012/13	687	481	72	423	1 663
2013/14	667	568	33	501	1 769
2014/15	670	479	59	614	1 822

Notes:

(1) Figures refer to the position as at September of the respective school years.

(2) Figures cover ordinary government and aided primary schools, but do not include special schools.

- (b) Under the prevailing arrangements, when schools implementing SCT are required to temporarily increase the number of students to 30 per P1 class for the Central Allocation, eligible schools will be provided with a time-limited additional Assistant Primary School Master/Mistress (APSM) post for the cohort of students concerned for a period of six years (i.e. for the cohort to complete the six-year primary education in the school). This is in accordance with the provision of additional APSM posts by phases to schools maintaining 30 students per class upon the implementation of SCT progressively starting from P1 in public sector schools since the 2009/10 school year. In the case when the actual number of students allocated to each P1 class of a school (including schools implementing SCT) exceeds 30, the Education Bureau (EDB) will provide the schools concerned with an additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of six years.

On top of the above-mentioned enhanced support, EDB will, starting from the 2015/16 school year, provide eligible schools implementing SCT with the Additional Learning Support Grant when they are temporarily allocated more students per P1 class up to a total of 30 students per class for the cohort of students concerned for a period of six years.

The number of time-limited additional APSM posts and the estimated expenditure incurred for the schools implementing SCT with temporary increase of the number of students per P1 class to meet with the projected transient increase in demand in the 2014/15 and 2015/16 school years are tabulated at the Annex.

**Number of time-limited additional APSM posts and estimated expenditure  
for schools implementing SCT with temporary increase of number of students per P1 class  
in the 2014/15 and 2015/16 school years**

Breakdown of additional expenditure	2014/15 school year	2015/16 school year (Note 1)
Provision of time-limited additional APSM posts for the cohort of students concerned for a period of six years (Note 2)	70 APSM posts \$ 31.1 million	70 APSM posts \$ 31.1 million
Provision of additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of six years	\$ 6.7 million	\$ 6.7 million
Provision of Additional Learning Support Grant for the cohort of students concerned for a period of six years	Not applicable	\$ 8.3 million
Total expenditure:	\$ 37.8 million	\$ 46.1 million

## Notes:

1. The situation of the 2015/16 school year is an estimated one which was worked out based on the number of POA applicants as at early February 2015.
2. The additional cost for provision of the time-limited additional APSM posts was worked out based on the mid-point salary of the prevailing APSM post.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB501**

**(Question Serial No. 3362 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

The School-based Educational Psychology Service (SBEPS) will be expanded with the target of covering all public sector primary & secondary schools by the 2016/17 school year. In this regard, please provide the following information:

(a) the average number of assessment cases handled by each educational psychologist (EP) in 2012/13, 2013/14 and 2014/15 school years; and

(b) the number of EP posts that will be created in 2015/16 and 2016/17 school years as well as the expenditure involved;

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 68)

Reply:

(a)

The School-based Educational Psychology Service (SBEPS) aims at providing comprehensive and integrated services to schools at the school system, teacher support and student support levels. Apart from providing assessment and intervention services to students, educational psychologists (EPs) also provide training for parents, consultation and professional development for teachers, as well as professional advice on school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases. Thus, reporting the average number of assessment cases handled by each EP does not reflect comprehensively the actual service provided under the SBEPS and can be misleading.

(b)

In the 2015/16 school year, three civil service EP posts will be created in the Education Bureau (EDB) and two non-civil service EP posts will be created in the aided sector. In the 2016/17 school year, five EP posts each will be created in EDB and the aided sector. For budgetary purpose, the estimated expenditure involved in the provision of SBEPS for public sector primary and secondary schools for the 2015/16 and 2016/17 school years is \$112 million and \$132 million respectively.

- End -

**CONTROLLING OFFICER'S REPLY****EDB502****(Question Serial No. 3363 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The School-based Educational Psychology Service (SBEPS) will be expanded with the target of covering all public sector primary & secondary schools by the 2016/17 school year. As the support rendered to schools by the EPs encompasses work of remedial, preventive and developmental nature, please provide the following information:

(a) whether the Administration knows the distribution of working hours of EPs by different type of intervention; and

(b) if yes, please provide details; if no, the reasons for that.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 68)

Reply:

(a) and (b)

The School-based Educational Psychology Service adopts a comprehensive and integrated service mode that aims at enhancing schools' capacity to cater for students' diverse needs, including those with special educational needs. Specifically, educational psychologists (EPs) provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. Conceptually speaking, the service scope of EPs' professional practice encompasses work of remedial, preventive and developmental nature, but such a classification is often not clear-cut in real practice. Depending on the needs of its targets, the work of EPs is most often multi-functional. For example, a student intervention group aiming at fostering better social communication skills might comprise of both preventive and developmental teaching objectives, so as to address the needs of different student participants. In gist, the support services offered by EPs are interrelated and it is not feasible to provide the distribution of working hours of EPs by different types of intervention.

- End -

**CONTROLLING OFFICER'S REPLY****EDB503****(Question Serial No. 3364 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The School-based Educational Psychology Service (SBEPS) will be expanded with the target of covering all public sector primary & secondary schools by the 2016/17 school year. In this regard, please provide the following information:

- (a) the details of preventive and developmental intervention;
- (b) the manpower and resources will be allocated for the works of preventive and developmental intervention in 2015/16; and
- (c) whether the work of preventive and developmental intervention was considered effective in last year; if yes, please provide the details.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 68)

Reply:

(a), (b) and (c)

The School-based Educational Psychology Service (SBEPS) adopts a comprehensive and integrated service mode that aims at enhancing schools' capacity to cater for students' diverse needs, including those with special educational needs (SEN). Specifically, educational psychologists (EPs) provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. Broadly speaking, preventive work focuses on early intervention in order to prevent problems or dysfunction from aggravating. An example is the provision of social skills training for students with mild emotional and behavioral problems. Developmental work focuses on enhancement or enrichment of positive qualities. An example is training for teachers to enhance their knowledge and skills in catering for students' diversity and work in partnership with them in a joint problem-solving approach to share concerns and propose programmes for helping students with SEN.

Although the service scope of EPs' professional practice encompasses work of remedial, preventive and developmental nature, such a classification is often not clear-cut in real practice. Depending on the needs of its targets, the work of EPs is most often multi-functional. Take for example, a student intervention group aiming at fostering better social communication skills might comprise of both preventive and developmental teaching objectives, so as to address the needs of different student participants. Hence, it is not feasible to apportion the manpower and resources specific to the work of preventive and developmental intervention.

The Education Bureau has put in place a quality assurance mechanism to evaluate the overall service effectiveness of SBEPS. Statistics of school survey in the 2013/14 school year indicated SBEPS to be effective, in particular, in offering assessment and intervention to students, providing consultative service to teachers and parents, as well as strengthening the capacity of schools to identify and provide early intervention for students with SEN.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB504**

**(Question Serial No. 3365)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The Administration will increase the ratio of graduate teacher posts in public sector primary schools by phases from 50% to 65%, starting from the 2015/16 school year. In this connection, will the Administration inform this Committee :

- (a) whether it knows the number and percentage of teachers in public sector primary schools with degree qualifications; if yes, please provide the details; whether it has plans to further increase the ratio to attract more talents to join the teaching force; and
- (b) whether the ratio of graduate teachers in all public sector primary schools have reached 50%; if not, the number of primary schools which have yet to meet such ratio and the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 69)

Reply:

- (a) The number of teachers in public sector primary schools with degree qualifications in the 2014/15 school year is 18 150 which constitutes 95.8% of the teachers in public sector primary schools. The Education Bureau has set the next target of enhancing the ratio of graduate teacher posts in public sector primary schools to 65% by phases in three years starting from the 2015/16 school year. There is no immediate plan to further increase the ratio for the time being. We shall continue to keep in view all relevant factors, including the financial implications, prioritization of resources deployment and schools' progress in filling graduate teacher posts, etc. and review the ratio of graduate teacher posts when necessary.
- (b) At present, the ratio of the 50% graduate teacher posts provided since the 2009/10 school year has yet to be fully utilized by public sector primary schools. As the teaching staff establishment and teachers' turnover of individual schools may vary across years, we do not readily have the number of schools with the graduate teacher posts unfilled. As gathered from our contacts with the school management, the main reasons cited by schools for not utilizing all of their graduate teacher posts include having a general need to observe the performance of the teachers for a longer period of time to identify suitable teachers in the non-graduate grade for regrading, some qualified teachers choosing to stay in the non-graduate grade, etc.

- End -

**CONTROLLING OFFICER'S REPLY****EDB505****(Question Serial No. 3366)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The subvention to Direct Subsidy Scheme (DSS) will be increased by 4.5% in 2015-16. In this connection, will the Administration inform this Committee:

- (a) reasons of the increase ; a breakdown of the subvention granted to each school under DSS in 2014-15 and 2015-16;
- (b) as DSS schools are required to set aside at least 10% of their school fee incomes for the fee remission and scholarship scheme, whether it knows the cases of non-compliance to the said requirement in last 5 years; if yes, please provide the details; if no, the reasons for that;
- (c) whether each DSS school fully utilized the 10% of school fee incomes for the fee remission and scholarship scheme in last 3 years; if no, the reasons for that; the number of students were granted the fee remission and scholarship scheme in last 3 years.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 71)

Reply:

- (a) The estimated recurrent subvention to schools under the Direct Subsidy Scheme (DSS) in 2015-16 is 4.5% higher than the revised estimate for 2014-15, representing an increase of \$154.5 million. The increase is due to a number of factors, including the full year effect of new grants introduced in the preceding school year, enhancement of the ratio of graduate teacher posts in public sector primary schools and the progression of operating classes to upper forms in a phasing-in DSS school. The recurrent subsidy payable to individual DSS schools is calculated in accordance with the DSS unit subsidy rate (i.e. the average unit cost of an aided school place) and the number of student intakes based on the September and March headcounts. The actual amount for 2014-15 is subject to the outcome of the March headcount to be completed while that for 2015-16 is not available at the present stage.
- (b) Each DSS school is required to set aside at least 10% of its school fee income for fee remission and scholarship scheme. If a DSS school charges a school fee between  $\frac{2}{3}$  (two-thirds) and  $2\frac{1}{3}$  (two and one-third) of the DSS unit subsidy rate, the school should set aside 50 cents for fee remission and scholarship scheme for every additional dollar charged over and above  $\frac{2}{3}$  (two-thirds) of the DSS unit subsidy rate. DSS schools can use the reserve flexibly and appropriately to benefit eligible students. According to the 2010/11, 2011/12 and 2012/13 audited accounts, all DSS schools have complied with the said requirement. Relevant information for the 2013/14 and 2014/15 school years is not available as the audited accounts for these two school years are not yet due.



- (c) The actual utilisation of the reserve set aside for fee remission and scholarship scheme depends on various factors such as the number of applications received and the number of eligible students in individual DSS schools. In the 2012/13 school year, over two-thirds of DSS schools have fully utilized 100% or more of the required provision. Relevant information of the 2013/14 and 2014/15 school years is not available as the audited accounts for these two school years are not yet due.

DSS schools are only required to provide in their annual audited accounts information on the amount set aside as reserve for fee remission and scholarship scheme, as well as the total related expenditure. They are not required to provide information on the number of students benefitted. Therefore, we have no information on the number of students receiving fee remission and scholarship.

- End -

**CONTROLLING OFFICER'S REPLY****EDB506****(Question Serial No. 3367)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Under the matters requiring special attention in 2015-16, the Bureau will continue to provide teacher training and develop resource materials to support the implementation of the new academic structure. In this connection, please state the relevant spending between 2013/14 and 2015/16; the details of the programmes carried out in last two years; whether it had assessed the effectiveness of the programmes; if yes, of the details; if no, the reasons for that; will it provide any enhancement measures in 2015/16 ; if yes, of the details; if no, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 72)

Reply:

To support the implementation of the New Senior Secondary (NSS) curriculum under the New Academic Structure (NAS) and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) continues to provide training and teaching resource materials for school leaders, middle managers and teachers. The objectives and content of the training programmes are designed to suit the different needs of teachers. They provide continual support for school leaders, middle managers and teachers in curriculum management, leadership and planning, including whole-school curriculum planning and leadership, Key Learning Areas (KLAs) and subject curriculum planning and evaluation, and professional development and learning culture. Besides, continual support is provided for teachers on learning and teaching strategies, especially those with cross-KLA nature such as catering for learner diversity, promoting reading across the curriculum, effective use of learning and teaching strategies, enhancing assessment literacy, effective use of e-learning resources. For 2013-14, the actual expenditure on teacher training is about \$4.4 million. For 2014-15, the expenditure on teacher training is about \$3.3 million. The decrease in the expenditure is attributable to the fact that most teachers have participated in similar training programmes since the implementation of the NSS curriculum and assessment in 2009. School leaders, middle managers and teachers have been equipped with the necessary skills and knowledge of the learning, teaching and assessment for the NSS subjects, thus the need for relevant training has declined. For 2015-16, the estimated expenditure on teacher training is about \$4.1 million. The increase in the estimated expenditure, compared with the actual expenditure in 2014-15, can be ascribed to the fact that many training programmes will be organised after the announcement of the last batch of recommendations of the NAS medium-term review in July 2015 to help schools and teachers to implement the recommendations. As a regular practice, the effectiveness of the training programmes is assessed through evaluation forms, focus groups and curriculum development visits. The feedback from participants will be taken into consideration in the planning of teacher training programmes for the following year.

Apart from the scheduled professional development programmes, the EDB will continue to provide school-based support service to enhance the professional capacity of teachers.

Major resource materials (e.g. curriculum and assessment guides, supplementary notes, learning and teaching packages) for the NSS subjects have been developed during the last few years to help teachers implement the NSS curriculum. There will be continuous updating of resource materials such as exemplars and resource packages to meet teachers' needs. Since the provision of school-based professional support and resources updating is carried out by the EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown of the staffing and financial implication is not available.

Note: Over the past years, expenditure for teacher training was expressed in terms of financial year. For consistency and comparison, expenditure figures for teacher training in financial years are provided.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB507**

**(Question Serial No. 4181)**

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

Regarding the provision of free lunch for eligible needy students in primary schools, will the Bureau inform us:

1. What are the numbers of eligible students and students benefitted in primary schools in Hong Kong respectively? Will the initiative be extended to students below Secondary 3? If yes, what are the details? If not, what are the reasons;
2. Will the lunch fee be adjusted according to inflation? If yes, what are the details? If not, what are the reasons; and
3. What was the annual expenditure involved in the initiative in the past three years?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 79)

Reply:

1. The Education Bureau has, starting from the 2014/15 school year, incorporated the pilot scheme of provision of free lunch at school for needy primary students under the Community Care Fund into the regular assistance programme. Primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme are eligible for free lunch at school. The number of eligible students is 62 587, 64 093 and 64 614 in the 2011/12, 2012/13 and 2013/14 school years respectively. The corresponding number of participating students is 56 387, 60 386 and 61 303 in the 2011/12, 2012/13 and 2013/14 school years respectively.

We have no plan to revise the eligibility including extending the provision to students below Secondary 3 having regard to the views of stakeholders upon the afore-mentioned incorporation of the provision into the regular assistance programme. It was generally acknowledged that for better utilization of public resources, the service should be targeted at primary students.

2. The provision for providing free lunch at school for eligible needy primary school students is based on the cost of lunch for eligible students which is subject to tendering results of individual schools concerned.
3. The total actual expenditure for provision of free lunch at school for eligible needy primary school students is about \$132 million, \$145 million and \$157 million in the 2011/12, 2012/13 and 2013/14 school years respectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB508**

**(Question Serial No. 4182)**

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

In respect of “increasing the ratio of graduate teacher posts in public sector primary schools”, will the Bureau inform this Committee of:

1. whether it has compiled statistics on the current ratio of graduate teacher posts in public sector and private primary schools; if it has, of the details; if not, the reasons for that;
2. in addition to attracting talents to join the teaching force, whether providing in-service training can meet the requirement; if it can, of the details; if not, the reasons for that;
3. whether it has assessed the impact of the initiative on the quality of teaching; if it has, of the details; if not, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 81)

Reply:

1. Currently, the ratio of graduate teacher posts as provided by the Codes of Aid for Primary Schools and Special Schools is 50% of the overall approved teaching staff establishment. As for private schools, the Education Bureau does not have the requested information as they have their own teacher recruitment policy.
2. Serving teachers without a recognised degree may also pursue a degree course to obtain the required academic qualification in order to be eligible for regrading to the graduate teacher posts.
3. It is anticipated that the enhancement of the ratio of graduate teacher posts in public sector primary schools will attract more talents to join the teaching force of primary education and add further impetus to the pursuit of excellence so as to enhance the quality of teaching. Teachers in the graduate teacher grade are also expected to assist in promoting education initiatives in their schools for continuous improvement.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB509**

**(Question Serial No. 4183)**

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

Regarding secondary education, will the Bureau inform us of the following:

1. The teacher wastage rate of public sector secondary schools has been in single digit every year and it is expected that the wastage rate for this year is 5%. How is this wastage rate compared to that of the Direct Subsidy Scheme (DSS) secondary schools?
2. Is there any data on the teacher-to-student ratio of DSS secondary schools? If yes, please provide the data. If no, what is/are the reason(s)?
3. What are the details of the relief measures aiming at “maintaining the stability and strengths of the schools as well as teaching force” for this year?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 83)

Reply:

- (1) The estimated wastage rate of teachers in public sector secondary schools for the 2014/15 school year is 4.8% while that of the Direct Subsidy Scheme (DSS) secondary schools is 6%
- (2) The estimated student-to-teacher ratio of DSS secondary schools for the 2014/15 school year is 11.9 : 1.
- (3) The basket of targeted relief measures implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the transient period of the declining Secondary 1 (S1) student population trend. In gist, the targeted relief measures include:
  - (i) a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in the three school years from 2013/14 to 2015/16;
  - (ii) relaxing the “not less than three S1 classes” requirement under which only schools operating one S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to one or two to participate in the next Secondary School Places Allocation exercise with a cap of three S1 classes; and
  - (iii) extending the retention period from one year to three years for surplus teachers arising from packing of S1 classes in the three school years from 2013/14 to 2015/16.

In the 2015/16 school year, the Education Bureau will continue the targeted relief measures, including the progressive reduction of allocation class size by years on the basis of the consensus it has reached with the sector.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB510**

**(Question Serial No. 4184)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the help given to non-Chinese speaking (NCS) students in primary and secondary schools to learn Chinese Language effectively, will the Bureau provide the following information:

1. whether it will review the effectiveness of the “Chinese Language Curriculum Second Language Learning Framework” (“the Learning Framework”)? If yes, what are the details? If no, what are the reasons?
2. whether schools admitting less than 10 NCS students currently also receive funding support from the Government? If yes, what are the details? If no, what are the reasons?
3. apart from the funding, will the Education Bureau offer other support measures to schools? If yes, what are the details? If no, what are the reasons?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 89)

Reply:

- (1) The Education Bureau (EDB) has consulted teachers and language experts when formulating the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the “Learning Framework” on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the “Learning Framework” would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for non-Chinese speaking (NCS) students to ensure the quality of the support measures and refine individual measures where appropriate.
- (2) For schools admitting a handful of NCS students (i.e. less than 10), experience revealed that most support for NCS students in these schools, starting from the 2014/15 school year, these schools may apply for an additional funding of \$50,000 per year on a need basis to provide after-school support to help their NCS students consolidate the Chinese learning in class. Reference has been drawn to the experience of the time-limited Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund implemented from the 2010/11 to 2013/14 school years. In tandem, we



will continue to encourage these schools to optimise the use of their immersed Chinese language environment and deploy other resources flexibly with holistic planning according to their school-based circumstances to support their NCS students' mastery of the Chinese language as appropriate.

- (3) EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Learning Framework", the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures for the 2014/15 school year is tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2014/15 school year**

<b>Support measures</b>	<b>Estimated expenditure in the 2014/15 school year (\$ million)</b>
Provision of enhanced funding support and enhanced school-based professional support to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.7 Note
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB. A breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8
Student grant for Applied Learning Chinese (for NCS students)	2.0
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education  Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	1.87

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB511****(Question Serial No. 4185)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau stated that it had conducted several evaluation studies on the Native-speaking English Teacher ("NET") Scheme. One of the recommendations made by these evaluation studies was to strengthen the collaboration between NETs and local English teachers. In this connection, will the Administration inform this Committee :

- (a) the details of the measures of strengthening the collaboration between NETs and local English teachers in last 3 years as well as the manpower and resources involved; whether the relevant measures are considered effective; if yes, please provide details;
- (b) whether it had conducted the review on the NET Scheme in recent years; if yes, please provide details and any enhancement measure had been implemented after the said review; if no, the reasons for that;
- (c) wastage of NETs in last 3 years; as some of NETs would not renew their contracts, whether it knows the reasons; if yes, please provide the details; whether it had assessed the impact of the wastage on the continuity of teaching and learning; if yes, of the details?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 85)

Reply:

- (a) Under the Native-speaking English Teacher (NET) Scheme, collaboration between NETs and local English teachers (LETs) focuses more on co-teaching, co-planning and school-based professional development in primary schools and on professional discussion and collaboration on curriculum development in secondary schools. In the last 3 school years, i.e. 2012/13 to 2014/15, the Education Bureau (EDB) has adopted the following strategies to develop an environment conducive to purposeful collaboration, as well as to provide additional avenues for NET-LET collaboration:

1. Developing a Primary Literacy Programme and collaborative research and development projects

A Primary Literacy Programme – Reading and Writing (PLP-R&W) has been developed by the Advisory Teaching Team of EDB since the 2007/08 school year. Each participating school is provided with professional support to promote co-teaching, co-planning and experience sharing between the NET and LETs. The number of participating schools has increased from 17 to 216 in the current school year, which is a strong indicator of the popularity of the PLP-R&W and the increasing prevalence of NET-LET collaboration.

Various collaborative research and development projects covering different areas of the English Language curriculum, such as literacy instruction and e-learning, are designed to promote

curriculum innovation and NET-LET collaboration. Good practices in participating schools are shared on different networking occasions and publicised in the NET Scheme newsletter.

2. Issuing NET deployment guidelines

The NET deployment guidelines for primary schools were revised in 2012 and those for secondary schools were updated in 2014 to underline the importance of collaboration between NETs and LETs.

3. Organising competitions

A range of language-related competitions is organised by EDB for both primary and secondary schools to promote innovative practices and to provide additional avenues for NET-LET collaboration, as well as opportunities for students to use language collaboratively and creatively. These competitions cover short stories, digital storytelling and drama (including puppetry). Training and resources are provided for NETs and LETs in participating schools so that they can prepare their students better for the competitions and adopt the strategies concerned in their daily teaching.

4. Organising professional development activities to build teachers' capacity

Professional development workshops and cluster meetings covering various curriculum areas are designed specifically to cater for the professional growth of NETs and LETs and to promote innovative learning and teaching strategies, such as the use of puppetry and technology in the language classroom. Participants are encouraged to share ideas and resources gained from these programmes with their fellow teachers and use them as a basis for professional discussion and collaboration.

5. Offering school-based support services

School-based support services are provided for all primary schools under the NET Scheme in Primary Schools (PNET Scheme) to promote NET-LET collaboration. Since the 2013/14 school year, similar services have been provided for secondary schools that have made an application.

The cost for all of the above is absorbed into the recurrent expenditures of the EDB.

- (b) Addressing the recommendation in the report on the second evaluation of the Enhanced NET Scheme in Secondary Schools (2009), more effort has been made to promote professional discussion and collaboration between NETs and LETs. Apart from centralised professional development programmes, regional cluster meetings on various themes are held on a quarterly basis to provide opportunities for experience sharing and networking among participating NETs and LETs. A school-based support programme has been put in place since the 2013/14 school year to promote NET-LET collaboration to support curriculum development, expand teachers' repertoire and enhance students' learning of English.

The second territory-wide evaluation of the PNET Scheme is being conducted by an international research team composed of scholars from various tertiary institutions. The findings are expected to be released in May 2016, after which further enhancement measures will be devised as appropriate.

- (c) In general, the contracts of NETs are renewable on a two-year basis. However, some NETs may opt not to renew their contracts and leave the NET Scheme due to various personal reasons such as returning to their home countries, health and family issues, etc. Information about the wastage of these NETs in the past three school years is provided below:

School Year	Wastage of NETs	
	Primary Schools	Secondary Schools
2011/12	28	33

2012/13	36	23
2013/14	36	26

The reasons for NETs not renewing their contracts and the way they have been deployed and how their replacements will be deployed vary. In view of this, EDB focuses on strengthening support for schools with NETs who are newly appointed. Apart from a two full-day induction programme for newly appointed NETs organised in August, specially arranged visits will be paid to these schools to learn about how well these NETs have settled in and to identify their support needs. Other means of communication such as email and phone calls will be used to provide timely support and advice. On the whole, we do not equate the impact of the NET Scheme to the contribution of individual NETs alone, but to the legacy of enhanced English Language teaching developed through the sustained collaboration among NETs, LETs and support officers from EDB, as well as other related support measures administered. Seen in this light, wastage of NETs has minimal impact on the continuity of teaching and learning.

-End -

**CONTROLLING OFFICER'S REPLY****EDB512****(Question Serial No.4186)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Bureau has improved the teacher assistant (TA) provision in the schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of hospital school starting from 2014/15 school year. In this connection, will the Administration inform this Committee:

- (a) the number of TA posts to be provided in 2015/16 and the estimated expenditure; the estimated growth rate of TA posts and expenditure in 2015/16;
- (b) the number and percentage of TAs employed on contract terms;
- (c) given that there is a shortage of boarding places in some special schools, such as the schools for the children with physical disability and moderate intellectual disability, whether it will consider increasing the number of places for the students in need; if not, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 86)

Reply:

(a) - (b)

For the 2015/16 school year, it is projected that about 231 additional teacher assistant (TA) posts will be provided as compared to the 2013/14 school year, i.e. before implementation of the improvement measure. The estimated expenditure is around \$35.8 million. The rate of increase in the number of TA posts and expenditure is about 201% and 215% respectively. The number and percentage of TAs employed on contract terms in the 2015/16 school year are not yet available.

(c)

The Education Bureau conducts regular review on the supply and demand of boarding places of special schools, and adjust the number of boarding places as and when required. If there is proven demand, we will explore different means to provide additional boarding places, such as through conversion works, reprovisioning/redevelopment projects or building new special schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB513****(Question Serial No. 4187)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: ( 5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Bureau states that the provision of the Other Educational Services and Subsidies for 2015-16 is 17.3% higher than the revised estimate for 2014-15. This is mainly due to increased provision for the Pre-primary Education Voucher Scheme ("PEVS"). In this connection, will the Administration inform this Committee:

- (a) whether it knows the amount of annual operating expenditure of the kindergartens ("KGs") joining the PEVS in last 3 years; if yes, please provide the details with a breakdown (in percentage terms) of the expenditure of the KGs joining the PEVS by items, and growth rate of the rental expenses in last 3 years; if no, the reasons for that;
- (b) as some KGs joining the PEVS were found to charge significant miscellaneous fees as stated in the Director of Audit's report No. 60, whether it knows the average amount of miscellaneous fees charged annually by the KGs joining the PEVS in last 3 years; if yes, please provide the details; if no, the reasons for that;
- (c) given that a series of measures have been put in place to monitor or address the issue of charging significant miscellaneous fees by the KGs, whether it found the relevant measures effective; if yes, please provide the details?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 87)

Reply:

(a), (b) and (c)

All kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) are required to submit to the Education Bureau (EDB) their audited accounts, in which the operating expenses, rental expenses and income from trading operations or provision of paid services are shown, for scrutiny on a regular basis. Since the audited accounts for the 2013/14 and 2014/15 school years will only be submitted to EDB by early 2015 and early 2016 respectively, only the figures for the 2012/13 school year are available at this stage.

The breakdown of the expenditure of the KGs under PEVS by items in percentage terms in the 2012/13 school year is tabulated as follows:

Expenditure Item	Teaching Staff Salary	Non-teaching Staff Salary	Rental	Other
Percentage share to total expenditure (%)	57.3	13.6	8.9	20.3

Note: figures may not add up due to rounding

The total rental expenses of KGs under PEVS in the 2012/13 school year increased by 1.8% as compared to the total amount in the 2011/12 school year.

The average annual amount collected by KGs under PEVS through conducting trading operations or provision of paid services in the 2012/13 school year is \$271,186.

To ensure PEVS KGs' compliance with the requirements in conducting trading operation, EDB has issued circular and guidelines to define clearly what constitute trading operations. We also requested KGs to report in their audited accounts in a separate "statement of profit/loss from trading activities", showing the income, expenses and profit margins of individual trading activities. KGs' awareness in this aspect has been raised such that they are able to classify their income from trading operations and report it properly in their audited accounts. This way, we can more easily identify cases where KGs make excessive profits (i.e. any profit for textbooks and/or profit exceeding 15% for school items other than textbooks) and follow up with the KGs concerned to rectify the irregularities in good time.

- End -



**CONTROLLING OFFICER'S REPLY****EDB514****(Question Serial No. 4188)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau expected that there will be a net increase of 41 permanent posts in 2015-16. Please provide the nature of work, ranks and salaries of these new posts.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 88)

Reply:

The increase of 41 permanent posts in 2015-16 is the net result of the planned creation of 146 posts and planned deletion of 105 posts.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress I	1	77,905
Senior Primary School Master/Mistress	1	62,280
Primary School Master/Mistress	16	56,820
Assistant Primary School Master/Mistress	68	37,620
Assistant Master/Mistress	5	45,150
Certificated Master/Mistress	4	31,120
Senior Education Officer (Administration)	2	101,880
Education Officer (Administration)	4	74,690
Assistant Education Officer (Administration)	10	47,280
Senior Inspector	1	84,770
Inspector (Graduate)	2	68,250
Assistant Inspector (Graduate)	2	49,515

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Specialist (Education Services) I	3	74,690
Maintenance Surveyor	1	71,385
Quantity Surveyor	1	71,385
Clerk of Works	1	49,515
Assistant Clerk of Works	1	31,120
Executive Officer I	1	54,265
Executive Officer II	7	35,930
Analyst/Programmer II	1	35,930
Assistant Clerical Officer	11	19,410
Clerical Assistant	3	15,145

**Sub-total (A): 146**

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress II	-1	68,250
Assistant Master/Mistress	-11	45,150
Certificated Master/Mistress	-58	31,120
Education Officer	-15	68,250
Assistant Education Officer	-13	43,135
Senior Education Officer (Administration)	-2	101,880
Education Officer (Administration)	-2	74,690
Senior Inspector	-1	84,770
Assistant Inspector (Graduate)	-1	49,515
Assistant Clerical Officer	-1	19,410

**Sub-total (B): -105**

**Net Total [(A)+(B)]: 41**

The 41 net additional posts are mainly for enhancing the provision of services in various areas. Resources have been earmarked to create civil service posts to strengthen support on various fronts including providing support for repair works of schools; facilitating transportation arrangements for cross-boundary students; enhancing services provided to students with special educational needs and non-Chinese speaking students; implementing after-school learning and support activities; strengthening vocational education; as well as for

replacing long-term non-civil service contract positions and for adjusting teaching staff requirements in government schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB515**

**(Question Serial No. 4468)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Will the government inform this Committee of:

- (a) the respective numbers and names of kindergartens admitting fewer than 10, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 non-Chinese speaking students in 2014/15;
- (b) the respective numbers and names of kindergartens admitting fewer than 10, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 ethnic minority students in 2014/15;
- (c) the respective numbers and names of kindergartens where non-Chinese speaking students account for less than 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population; and
- (d) the respective numbers and names of kindergartens where ethnic minority students account for less than 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 91)

Reply:

For planning of education support measures, whether students whose spoken language at home is Chinese, rather than their ethnicity, is our concern. According to the information collected through the annual Student Enrolment Survey, the number of kindergartens with non-Chinese speaking (NCS) students, notably ethnic minority students, ranging from “fewer than 10”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”, and the percentage of NCS students among all students of these kindergartens in the 2014/15 school year are tabulated at Annex. It is the established practice that we do not disclose the name and situation of individual schools so as to avoid unnecessary misconception and possible labelling on individual schools.

**Number of kindergartens with non-Chinese speaking (NCS) students ranging from  
“fewer than 10”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”,  
and the percentage of NCS students among all students of such schools  
in the 2014/15 school year**

2014/15 school year	Number of NCS students					
	fewer than 10	10 to 25	26 to 50	51 to 75	76 to 90	91 or above
Number of kindergartens	343	100	47	25	8	34
Percentage of NCS students among all students of the kindergartens	0.1% - 62.5%	1.2% - 100.0%	4.3% - 100.0%	15.5% - 100.0%	29.1% - 100.0%	17.0% - 100.0%

Notes:

1. Figures refer to the position as at September 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in kindergarten-cum-child care centres.

- End -

**CONTROLLING OFFICER'S REPLY****EDB516****(Question Serial No. 4469)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Will the Government inform this Committee of:

- (a) the numbers of students taught Chinese Language in Mandarin in kindergartens, primary schools and secondary schools respectively in 2014/15;
- (b) the numbers of students among each group of those referred to in (a) who are ethnic minority (EM) students and non-Chinese speaking (NCS) students respectively;
- (c) the number of kindergartens using Chinese as the medium of instruction; the number of students studying in these kindergartens; the respective number of NCS students and EM students studying in these kindergartens;
- (d) the number of kindergartens using English as the medium of instruction; the number of students studying in these kindergartens; the respective number of NCS students and EM students studying in these kindergartens;
- (e) the number of primary schools using Chinese as the medium of instruction; the number of students studying in these primary schools; the respective number of NCS students and EM students studying in these primary schools;
- (f) the number of primary schools using English as the medium of instruction; the number of students studying in these primary schools; the respective number of NCS students and EM students studying in these primary schools;
- (g) the number of secondary schools using Chinese as the medium of instruction; the number of students studying in these secondary schools; the respective number of NCS students and EM students studying in these secondary schools; and
- (h) the number of secondary schools using English as the medium of instruction; the number of students studying in these secondary schools; the respective number of NCS students and EM students studying in these secondary schools.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 92)Reply:

In terms of kindergarten education, as set out in the "Guide to the Pre-primary Curriculum (2006)" (the Guide), an integrated approach is recommended in designing the school curriculum in kindergartens (KGs). Learning activities across different learning areas are arranged and Chinese or Mandarin / Putonghua will not be taught as a specific subject, though exposure to Mandarin / Putonghua through singing and drama activities can be provided in KGs. According to the Guide, KGs should develop the students' proficiency in their mother-tongue. Hence, Cantonese should in general be the medium of the learning and teaching activities in local KGs.

On primary school education, the Government advocates the use of the mother tongue (i.e. Chinese, in the context of Hong Kong) as the principal medium of instruction (MOI) since students learn most effectively through the mother tongue. Irrespective of the school-based MOI arrangements adopted, schools should endeavour to nurture talents proficient in both Chinese and English. We will continue to strengthen language learning and teaching in primary schools to help students build a solid foundation for a smooth transition to secondary education.

As regards secondary school education, starting from the 2010/11 school year, there is no longer bifurcation of public sector secondary schools into Chinese-medium and English-medium schools based on the teaching medium adopted at the junior secondary levels of Secondary 1 to Secondary 3. To ensure students' learning effectiveness, the choice and number of subjects taught in English may vary between classes within individual schools as well as among schools under the prescribed criteria. Besides, schools may also choose to conduct extended learning activities in English, which include, among others, the use of the English medium for not more than two non-language subjects. With the adoption of subject grouping at senior secondary levels in public sector schools, schools have the discretion to decide on the number of students in each teaching group including the teaching medium having regard to students' needs, aspiration and capabilities to facilitate students' articulation to multiple pathways.

Separately, it is worth noting that we are committed to encouraging and supporting non-Chinese speaking (NCS) students' integration into the community, facilitating their early adaptation to the local education system and mastery of the Chinese language. It is the earlier and the more the better for their exposure to and learning of Chinese.

Given the afore-mentioned diversified school-based arrangements, the number of students including NCS and ethnic minority (EM) students studying in KGs as well as public sector primary and secondary schools with breakdown by different teaching medium is not available. The total number of students studying in KGs as well as primary and secondary schools with breakdown by the number of NCS and EM students in the 2014/15 school year, according to the information collected through the annual Student Enrolment Survey, is tabulated below for reference:

Level	Total number of students (Notes 1 and 2)	Number of NCS students (Notes 2 and 3)	Number of EM students (Notes 2 and 4)
Pre-primary (K1 to K3) (Note 5)	166 755	6 898	6 587
Primary (Primary 1 - 6) (Note 6)	280 992	8 697	8 088
Secondary (Secondary 1 - 6) (Note 6)	350 378	8 224	7 512

Notes:

1. The total number of students includes also those who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.
2. Figures refer to the position as at September of 2014.
3. Figures on NCS students cover those whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. Figures for pre-primary level cover EM students regardless of their spoken language at home. Figures for primary and secondary levels are NCS EM students and have excluded those whose ethnicity is not Chinese but with Chinese as the spoken language at home.
5. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
6. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.

– End –

**CONTROLLING OFFICER'S REPLY**

**EDB517**

**(Question Serial No. 4470)**

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

Will the government inform this Committee of:

- (a) the list of non-governmental organizations or academic institutions that receive funding from the Education Bureau to provide support programmes to all students from kindergartens to secondary schools academically in 2014/15 and the details of each batch of the funding including the amount, period covered and target groups;
- (b) The number of students attending each of these support programmes in 2014/15;
- (c) The number of non-Chinese speaking students attending each of these support programmes in 2014/15;
- (d) The list of non-governmental organizations or academic institutions that receive funding from the Education Bureau to specifically provide support programmes to non-Chinese students' learning of Chinese Language and other subjects in 2014/15 and the details of each batch of the funding including the amount, period covered and target groups;
- (e) The number of non-Chinese speaking students attending each of these support programmes referred to in (d) in 2014/15.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 97)

Reply:

(a), (b) and (c)

Apart from core education at schools, the Education Bureau (EDB) provides various support programmes to students such as Induction Programmes for newly-arrived children and young people, educational support programmes for non-Chinese speaking (NCS) students, School-based After-school Learning and Support Programmes for needy students, Life Education Activity Programme to enhance students' awareness of health issues, Summer Career-related Experience Scheme to provide opportunities for students to experience the actual working environment, recreational programmes such as the Hong Kong Schools Dance Festival and Outdoor Education Camp Scheme, etc. The funding for organizing / running these programmes may channel through recurrent subvention to educational bodies, subsidies to organizers on application basis or fees to service providers commissioned through competitive procurement / tendering process. As such, we do not have ready information on all the non-governmental organizations (NGOs) / academic institutions that receive funding from EDB for providing support programmes, as well as the related information on programme details, amount involved, period covered, target groups, number of students attended in the



2014/15 school year.

(d) and (e)

The NGOs / academic institutions that receive funding from EDB in the 2014/15 school year to provide programmes specifically for supporting NCS students' learning of Chinese with details including the target participants and estimated amount of funding are set out in the table below.

<b>NGOs / academic institutions</b>	<b>Target participants</b>	<b>Estimated expenditure (\$ million)</b>
<p>(i) The University of Hong Kong (for kindergartens, primary and secondary schools)</p> <p>(ii) The PolyU Technology &amp; Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University (for primary schools only)</p> <p>to organize school-level University-School Support Programme (USP) for kindergartens, primary and secondary schools in respect of the learning and teaching of Chinese for NCS students</p>	Kindergartens, primary and secondary schools admitting NCS students which have applied for this support programme	<p>12.2</p> <p>2.5</p> <p>(funded by the Education Development Fund)</p>
<p>The University of Hong Kong</p> <p>to offer remedial programmes after school hours and during holidays at the Chinese Language Learning Support Centres for those NCS students who have a late start in learning the Chinese language</p>	NCS students in primary and secondary schools	3.7
<p>(i) The Hong Kong Christian Service</p> <p>(ii) The HKSKH Lady MacLehose Centre</p> <p>to organize district-based programmes to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc.</p>	NCS children aged 3 to 9	<p>1.6</p> <p>0.9</p> <p>(funded by the Language Fund)</p>
<p>The Hong Kong Polytechnic University</p> <p>to provide courses under the Pilot Scheme on Workplace Chinese Language Programme to enhance NCS students' competitiveness in the workplace</p>	NCS students in secondary schools	0.2

Notes:

In parallel, eligible schools admitting NCS students are provided with additional recurrent funding to support the learning of the Chinese language of NCS students. With the additional funding and schools' deployment of resources, it was not uncommon for schools to offer Chinese language programmes in collaboration with academic institutions and/or NGOs. The relevant expenses were subsumed under the overall expenditure of the schools and a breakdown of expenditure in this regard is not available.

End -

**CONTROLLING OFFICER'S REPLY**

**EDB518**

**(Question Serial No. 4473)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

Will the Government inform this Committee of:

- (a) The number of non-Chinese speaking students who have participated in Primary One Admission (POA) System in each of the school years from 2012/13 to 2014/15 and their percentage among all non-Chinese speaking students in K.3 in those school years;
- (b) The number of non-Chinese speaking students who got admitted by a primary school in the “Discretionary Places Admission” stage in each of the school years from 2012/13 to 2014/15;
- (c) The number of non-Chinese speaking students who got admitted by a primary school in the “Central Allocation” stage in each of the school years from 2012/13 to 2013/14;
- (d) The number of non-Chinese speaking students who have participated in Secondary School Places Allocation System in each of the school years from 2012/13 to 2014/15 and their percentage among all non-Chinese speaking students in P.6 in those school years;
- (e) The number of non-Chinese speaking students who got admitted by a secondary school in the “Discretionary Places Admission” stage in each of the school years from 2012/13 to 2013/14;
- (f) The number of non-Chinese speaking students who got admitted by a secondary school in the “Central Allocation” stage in each of the school years from 2012/13 to 2013/14;
- (g) The numbers of non-Chinese speaking students admitted into Primary 1 and Secondary 1 of Direct Subsidy Scheme schools in each of the years from 2012/13 to 2013/14 respectively and their respective percentages among all non-Chinese speaking Primary 1 students and all non-Chinese speaking Secondary 1 students in public schools in each of those school years.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 101)

Reply:

- (a) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The number of NCS students participating in the Primary One Admission (POA) is 1 105 and 1 202 in the 2012/13 (i.e. POA 2013) and 2013/14 (i.e. POA 2014) school years respectively. The relevant figure for the 2014/15 school year (i.e. POA 2015) is yet to be finalised till completion of the POA 2015 cycle in

June 2015.

The number of NCS children studying in kindergartens (including kindergarten-cum-child care centres) at Kindergarten 3 level is 3 179, 3 173 and 3 196 in the 2012/13, 2013/14 and 2014/15 school years respectively. According to the eligibility requirements, a child is not required to study at Kindergarten 3 for participation in the POA. Besides, the number of NCS children studying at Kindergarten 3 has included local and non-local kindergartens. As such, the corresponding percentage share of NCS children participating in the POA cannot be worked out.

- (b) The number of NCS students who were offered a Primary 1 place at the “Discretionary Places” stage is 675 and 728 in the 2012/13 (i.e. POA 2013) and 2013/14 (i.e. POA 2014) school years respectively. The relevant figure for the 2014/15 school year (i.e. POA 2015) is yet to be finalised till completion of the POA 2015 cycle in June 2015.
- (c) The number of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage is 430 and 474 in the 2012/13 (i.e. POA 2013) and 2013/14 (i.e. POA 2014) school years respectively.
- (d) The number of Primary 6 NCS students participating in the Secondary School Places Allocation (SSPA) System is 1 234, 1 398 and 1 440 in the 2012/13 (i.e. SSPA 2013), 2013/14 (i.e. SSPA 2014) and 2014/15 (i.e. SSPA 2015) school years respectively. The corresponding percentage share among all Primary 6 NCS students in public sector schools, schools under the Direct Subsidy Scheme (DSS) and private schools (excluding special schools, the English Schools Foundation schools and other international schools) is 94.9%, 95.6% and 96.5% in the respective years.
- (e) The number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Discretionary Places” stage is 776 and 874 in the 2012/13 (i.e. SSPA 2013) and 2013/14 (i.e. SSPA 2014) school years respectively.
- (f) The number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Central Allocation” stage is 458 and 524 in the 2012/13 (i.e. SSPA 2013) and 2013/14 (i.e. SSPA 2014) school years respectively.
- (g) The number of NCS students who were admitted to Primary 1 in DSS schools is 231 and 195 in the 2012/13 (i.e. POA 2012) and 2013/14 (i.e. POA 2013) school years respectively. The corresponding percentage share among all Primary 1 NCS students in public sector (excluding special schools) and DSS schools is 16.6% and 13.5% in the 2012/13 and 2013/14 school years respectively.

As for Secondary 1, the number of NCS students who were admitted to DSS schools is 819 and 773 in the 2012/13 (i.e. SSPA 2012) and 2013/14 (i.e. SSPA 2013) school years respectively. The corresponding percentage share among all Secondary 1 NCS students in public sector (excluding special schools) and DSS schools is 56.5% and 53.8% in the 2012/13 and 2013/14 school years respectively.

- End -

**CONTROLLING OFFICER'S REPLY****EDB519****(Question Serial No. 4970)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (a) details of funding designated for the education of parents of non-Chinese speaking students including the amount of each batch of funding, the names of any non-governmental organizations receiving the funding, the period covered by each batch of funding, the target group of each batch of funding;
- (b) the number of education-related events, talks, sessions or forums which are designated for the parents of non-Chinese speaking students funded by the government in each of the years from 2012/13 to 2014/15;
- (c) the number non-Chinese speaking parents attending each of the events mentioned in (b);
- (d) the number of education-related events, talks, sessions or forums for all parents conducted in Chinese only, the number of these events conducted in both Chinese and English and the number of these events conducted in languages other than Chinese and English in each of the years from 2012/13 to 2014/15;
- (e) the number non-Chinese speaking parents attending each of the types of event mentioned in (d); and
- (f) the number of enquiries and complaints from non-Chinese speaking students and parents received by each regional education office of the Education Bureau in each of the school years from 2012/13 to 2014/15 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 102)

Reply:

- (a) to (e) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools are provided with the enhanced funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students. The school plans submitted show that, in addition to implementation of the "Learning Framework", schools will flexibly deploy the additional funding to organise briefings

and seminars for NCS parents. On the other hand, diversified modes of education-related programmes including seminars, briefing sessions, workshops, etc. for NCS parents are also offered by EDB and/or in collaboration with tertiary institutions and/or non-governmental organisations as appropriate. For instance, briefing sessions dedicated for NCS parents on, among others, Pre-primary Education Voucher Scheme, student financial assistance schemes, admission to Primary 1 and Secondary 1 in public sector schools, educational support for NCS students, etc. are conducted from time to time. Interpretation services of major ethnic minority languages are provided where necessary. The objectives of these programmes are to help NCS parents/students better understand our school system, major education policies and related support services; encourage NCS parents to send their children to schools with an immersed Chinese language environment; and facilitate NCS parents to make informed school choices. Besides, starting from 2013, the Summer Bridging Programme for NCS students has been refined to allow NCS parents to accompany their children to attend with a view to enhancing their exposure to, and use of, Chinese and support for their children in learning Chinese language. About 250 and 360 NCS parents participated in the programme in 2013 and 2014 respectively. In tandem, the Chinese Language Learning Support Centres also organise workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or programmes concerned, hence a breakdown of expenditure by item is not available. Given the diversified modes of the briefings, seminars and workshops offered for NCS parents, involving different parties including schools, tertiary institutions, and non-governmental organisations, related statistics on NCS parents' participation are not available.

- (f) From the 2012/13 to 2014/15 school years, EDB has not received complaints regarding NCS students' learning of the Chinese language or education-related programmes, seminars or workshops for NCS parents. As regards enquiries, as EDB does not keep particular record on the enquirers' ethnicity or spoken language at home, statistics on enquiries from NCS parents are not available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB520****(Question Serial No. 4971)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 103):

Will the Government inform this Committee of:

- (a) the number of non-Chinese speaking students dropping out after each of the grade levels from S3 to S5 in each of the school years from 2011/12 to 2013/14;
- (b) the number of ethnic minority students dropping out after each of the grade levels from S3 to S5 in each of the school years from 2011/12 to 2013/14;
- (c) the total number of students dropping out after each of the grade levels from S3 to S5 in each of the school years from 2011/12 to 2013/14;
- (d) if such data is not available, the reasons for it; and
- (e) details of any support, including the amount of funding spent and relevant non-governmental organizations providing the support, to non-Chinese speaking and ethnic minority students to prevent them from dropping out.

Asked by: Hon SHEK Lai-him, Abraham

Reply:

(a) to (e)

It is the Government's policy to provide nine-year free and universal basic education to children aged between 6 and 15. Schools are required to report to the Education Bureau (EDB) on the 7th day of students' continuous absence, irrespective of their class levels. Non-attendance cases would be identified for follow up with a view to bringing students back to school at the earliest opportunity. The number of non-attendance students at S3 to S5 levels reported between the 2011/12 to 2013/14 school years is tabulated below.

School year Grade level	2011/12	2012/13	2013/14
S3	948	1213	1242
S4	1660	1618	1522
S5	1368	1099	966

We do not readily have breakdown of the non-attendance cases by language and ethnic group as schools need not provide such information in their report to EDB.

EDB is committed to assisting all non-Chinese speaking students in adapting to the local education system. Towards this end, it has provided various support services to school administrators, teachers and parents to cater for their learning and adaptation needs. Where there is a need, support for individual cases would be provided by teachers, student guidance personnel or school social workers.

- END -



**CONTROLLING OFFICER'S REPLY****EDB521****(Question Serial No. 4973 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7 ) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding international school development and facilitating the provision of school places for meeting the needs of the international community in Hong Kong, will the Bureau advise on the following:

1. Will there be vacant school premises or land for international school development in 2015-16? If yes, what are the details? If no, what are the reasons?
2. Has the Bureau assessed the current supply of and demand for international school places in Hong Kong? If yes, what are the details? If no, why?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 96 )

Reply:

According to the findings of a consultancy study completed in late 2012, in view of the expansion plan of the business community, the increase in student population from overseas families coming to Hong Kong, the local demand for international school places (Note), and the unmet demand as derived from the waiting list of schools, it is projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 primary places in the 2016/17 school year. The shortfall arises from the projected supply of 28 450 primary places and projected demand of 32 650 primary places in the 2016/17 school year. The corresponding projected supply and demand for secondary places are 26 990 and 24 550 respectively.

To address the projected shortfall, we have already completed the allocation of three vacant school premises for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. For the remaining projected shortfall in primary places, we are conducting a new round of school allocation exercise (SAE) to further increase the supply through allocating two vacant premises and three greenfield sites for international school development. The results of the SAE will be available shortly. The location of the premises/sites concerned, and the expected number of places to be progressively provided at the premises/sites subject to successful allocation and timely completion of the international school development thereat are set out at Annex.

To facilitate formulation of effective measures that help meet the demand for international school places, we have been monitoring and reviewing the provision of international school places in the territory through consultancy studies since 2012. Further to the consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest position of international school places at primary and secondary levels in the territory and to better understand the nature of the demand in the next few years. The study will also collect views through surveys from international schools and the business

sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled with the past trends of demand for international school places and the forecast changes in economic growth, will be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment.

Note: The consultancy study completed in end 2012 covered the provision of primary and secondary school places of schools operated by the English Schools Foundation, other private international schools and private independent schools.

**Location of the vacant school premises / greenfield sites under the current School Allocation Exercise, and the expected number of places to be progressively provided subject to successful allocation and timely completion of the international school development**

<b>Premises / Site</b>	<b>Location</b>	<b>District</b>	<b>Expected number of places to be provided</b>	<b>Expected time of school commencement</b>
Premises	Phase 1, Ap Lei Chau Estate	Southern District	580	2016/17
Premises	6 Ma Chung Road, Tai Po	Tai Po	670	2016/17
Site	Area 67, Tseung Kwan O	Sai Kung	720	2018/19
Site	Area 85, Tseung Kwan O	Sai Kung	720	2018/19
Site	Area 4, Tai Po	Tai Po	720	2018/19

Note: The actual number of places to be provided at each premises/site and the timetable for such provision will be subject to the school proposal of the successful applicant to be selected under the School Allocation Exercise.

- End -

**CONTROLLING OFFICER'S REPLY****EDB522****(Question Serial No. 3329)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students, please provide:

- (a) the number of students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) and the percentage of subsidies for them in the school year 2014/15;
- (b) the number of students in each of the UGC-funded institutions and self-financing post-secondary institutions and the percentage of subsidies for them in the school year 2014/15;
- (c) the number of ethnic minority students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) and the percentage of subsidies for them in the school year 2014/15 disaggregated by ethnicity;
- (d) the number of non-Chinese speaking students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) and the percentage of subsidies for them in the school year 2014/15 disaggregated by ethnicity;
- (e) the number of ethnic minority students in each of the UGC-funded institutions and self-financing post-secondary institutions and the percentage of subsidies for them in the school year 2014/15 disaggregated by ethnicity; and
- (f) the number of non-Chinese speaking students in each of the UGC-funded institutions and self-financing post-secondary institutions and the percentage of subsidies for them in the school year 2014/15 disaggregated by ethnicity.

Asked by: Hon TO Kun-sun, James (Member Question No. 72)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of students by level and by grade studying in kindergartens, public sector and Direct Subsidy Scheme (DSS) primary and secondary schools in the 2014/15 school year is tabulated at Annex A.

The provision of teachers and grants to public sector schools is basically the same but the total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

- (b) As regards the University Grants Committee (UGC)-funded sector, the number of local students enrolled in full-time post-secondary programmes was 73 988 in the 2014/15 academic year. A breakdown by level of study (i.e. sub-degree and undergraduate) and by institution is at [Annex B](#). In tandem, a total of 61 782 students were enrolled in full-time locally-accredited self-financing post-secondary programmes in the 2014/15 academic year. A breakdown by level of study and by institution is at [Annex C](#).

On the subsidies involved, for the UGC-funded sector, the bulk of recurrent grants to the institutions are in the form of a block grant, and hence the UGC is unable to attribute the actual subvention/expenditure on specific academic programmes and activities. For the self-financing post-secondary sector, generally speaking, it does not receive recurrent subsidy from the Government.

- (c) & (d) The number of non-Chinese speaking (NCS) students by level and by grade studying in kindergartens, public sector and DSS primary and secondary schools in the 2014/15 school year is tabulated at [Annex D](#). The number of ethnic minority students studying at different grade levels in kindergartens and the number of NCS ethnic minority students studying at different grade levels in public sector and DSS primary and secondary schools in the 2014/15 school year is tabulated at [Annex E](#). The data provided in [Annex D](#) and [Annex E](#) are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

The Education Bureau (EDB) has been providing public sector schools with additional resources to support their NCS students' learning of the Chinese language on top of the regular subvention for all mainstream schools. EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework", the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools.

- (e) & (f) Admission to post-secondary programmes (including sub-degree and undergraduate programmes offered by UGC-funded institutions and self-financing institutions) is offered to eligible applicants, irrespective of their race and language spoken at home. The total number of local NCS students (i.e. students whose ethnicity and / or spoken language at home is not Chinese) admitted to the UGC-funded full-time post-secondary programmes was 243 in the 2014/15 academic year. However, statistics with breakdown by local and non-local NCS students are not available for the self-financing sector.

**Number of students  
by level and by grade in the 2014/15 school year**

Level	Grade	2014/15 school year
Pre-primary (K1 to K3)	K1	62 369
	K2	58 738
	K3	55 290
	<b>K1-K3</b>	<b>176 397</b>
Primary (Primary 1 – 6)	P1	51 653
	P2	49 861
	P3	46 676
	P4	44 800
	P5	43 634
	P6	44 368
	<b>P1-P6</b>	<b>280 992</b>
Secondary (Secondary 1 – 6)	S1	53 330
	S2	55 692
	S3	59 928
	S4	58 893
	S5	60 762
	S6	61 773
	<b>S1-S6</b>	<b>350 378</b>

Notes:

1. Figures refer to the position as at September 2014.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
3. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Local student enrolment of full-time UGC-funded sub-degree and undergraduate programmes  
by level of study and institution in the 2014/15 academic year<sup>#</sup>**

Institution	Level of Study (headcount)		
	Sub-degree	Undergraduate	Total
City University of Hong Kong	903	10 818	11 721
Hong Kong Baptist University	-	5 743	5 743
Lingnan University	-	2 376	2 376
The Chinese University of Hong Kong	-	14 458	14 458
The Hong Kong Institute of Education	494	3 453	3 947
The Hong Kong Polytechnic University	2 596	12 500	15 096
The Hong Kong University of Science and Technology	-	7 577	7 577
The University of Hong Kong	-	13 070	13 070
<b>Total</b>	<b>3 993</b>	<b>69 995</b>	<b>73 988</b>

Notes:

1. “-” denotes no relevant programmes were offered.
2. # Provisional figures.

**Enrolment of full-time locally-accredited self-financing sub-degree and undergraduate programmes  
by level of study and institution in the 2014/15 academic year**

Institution	Enrolment (Note 1)		
	Sub- degree (Note 2)	Undergraduate	Total
Caritas Bianchi College of Careers	373	-	373
Caritas Institute of Community Education	35	-	35
Caritas Institute of Higher Education	419	182	601
Centennial College	-	421	421
Chu Hai College of Higher Education	-	1 670	1 670
City University of Hong Kong - Community College of City University	5 485	1	5 486
Hang Seng Management College	206	4 182	4 388
HKCT Institute of Higher Education	-	-	-
HKU SPACE Po Leung Kuk Community College	2 371	-	2 371
Hong Kong Adventist College	-	-	-
Hong Kong Art School	111	101	212
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 533	134	3 667
Hong Kong College of Technology	665	-	665
Hong Kong Institute of Technology	589	568	1 157
Hong Kong Nang Yan College of Higher Education	20	7	27
Hong Kong Shue Yan University	-	5 119	5 119
Kaplan Business and Accountancy School	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 684	-	1 684
Pui Ching Academy	3	-	3
Sacred Heart Canossian College of Commerce	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	-	577	577
School of Continuing and Professional Studies, The Chinese University of Hong Kong	2 197	-	2 197
The Hong Kong Institute of Education	361	1 004	1 365
The Hong Kong Polytechnic University – Hong Kong Community College	6 786	-	6 786
The Hong Kong University of Science and Technology	-	41	41
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 426	5 342	6 768
The University of Hong Kong – HKU SPACE & HKU SPACE Community College	5 508	164	5 672
Tung Wah College	264	1 145	1 409
Vocational Training Council	7 551	1 381	8 932
Yew Chung Community College	104	-	104
YMCA College of Careers	52	-	52
<b>Total</b>	<b>39 743</b>	<b>22 039</b>	<b>61 782</b>

**Notes:**

1. The figures are the provisional figures as at end December 2014. The final actual enrolment may vary.
2. The figures exclude sub-degree programmes provided under the old academic structure.
3. “-” denotes no relevant programmes were offered.



**Number of non-Chinese speaking students  
by level and by grade in the 2014/15 school year**

Level	Grade	2014/15 school year
Pre-primary (K1 to K3)	K1	4 336
	K2	4 401
	K3	3 196
	<b>K1-K3</b>	<b>11 933</b>
Primary (Primary 1 – 6)	P1	1 574
	P2	1 533
	P3	1 467
	P4	1 399
	P5	1 353
	P6	1 371
	<b>P1-P6</b>	<b>8 697</b>
Secondary (Secondary 1 – 6)	S1	1 613
	S2	1 424
	S3	1 493
	S4	1 376
	S5	1 307
	S6	1 011
	<b>S1-S6</b>	<b>8 224</b>

Notes:

1. Figures refer to the position as at September 2014.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Number of ethnic minority students by ethnicity  
studying at different grade levels in kindergartens  
in the 2014/15 school year**

	<b>K1</b>	<b>K2</b>	<b>K3</b>
Indonesian	27	22	27
Filipino	199	242	200
Indian	411	392	275
Pakistani	478	503	505
Nepalese	309	315	330
Japanese	315	255	202
Thai	36	36	32
Korean	113	113	58
Other Asian	168	158	103
White	1 208	1 304	733
Others	506	500	293
Total	3 770	3 840	2 758

Notes:

1. Figures refer to the position as at September of 2014.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data covers ethnic minority students regardless of their spoken language.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in primary and secondary schools  
in the 2014/15 school year**

**Primary schools**

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>
Indonesian	21	22	12	18	10	15
Filipino	216	208	224	210	199	228
Indian	143	154	159	171	139	157
Pakistani	521	506	522	505	469	506
Nepalese	299	253	222	204	249	207
Japanese	26	14	18	12	7	6
Thai	23	20	19	27	22	32
Korean	11	9	4	5	6	2
Other Asian	42	53	23	34	29	20
White	109	118	90	65	55	55
Others	58	69	62	59	61	54
<b>Total</b>	<b>1 469</b>	<b>1 426</b>	<b>1 355</b>	<b>1 310</b>	<b>1 246</b>	<b>1 282</b>

**Secondary schools**

	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
Indonesian	12	11	6	9	3	6
Filipino	266	248	254	241	242	197
Indian	220	187	232	200	192	165
Pakistani	559	474	505	448	382	239
Nepalese	249	194	229	240	201	156
Japanese	10	12	10	13	11	10
Thai	21	17	34	11	11	13
Korean	12	8	8	7	13	9
Other Asian	46	35	25	24	31	20
White	42	33	32	31	27	15
Others	70	78	75	55	40	36
<b>Total</b>	<b>1 507</b>	<b>1 297</b>	<b>1 410</b>	<b>1 279</b>	<b>1 153</b>	<b>866</b>

Notes:

1. Figures refer to the position as at September of 2014.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary and secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY****EDB523****(Question Serial No. 3330)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students, please provide the number of ethnic minority students and the percentage of subsidies used on ethnic minority students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) who are non-permanent residents of Hong Kong in the school year 2014/15 disaggregated by ethnicity.

Asked by: Hon TO Kun-sun, James (Member Question No. 73)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) ethnic minority students studying at different grade levels in public sector and Direct Subsidy Scheme primary and secondary schools in the 2014/15 school year is tabulated at Annex A and Annex B respectively. The number of ethnic minority students studying in kindergartens in the 2014/15 school year is tabulated at Annex C.

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework", the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools (i.e. 100 primary schools and 73 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. For the planning of education support measures, whether students whose spoken language at home is Chinese, rather than their ethnicity or resident status, is our concern. As EDB does not collect information about students' resident status, a breakdown of the related funding for NCS ethnic minority students who are non-permanent residents of Hong Kong is not available.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in primary schools  
in the 2014/15 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	21	22	12	18	10	15
Filipino	216	208	224	210	199	228
Indian	143	154	159	171	139	157
Pakistani	521	506	522	505	469	506
Nepalese	299	253	222	204	249	207
Japanese	26	14	18	12	7	6
Thai	23	20	19	27	22	32
Korean	11	9	4	5	6	2
Other Asian	42	53	23	34	29	20
White	109	118	90	65	55	55
Others	58	69	62	59	61	54
Total	1 469	1 426	1 355	1 310	1 246	1 282

Notes:

1. Figures refer to the position as at September 2014.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in secondary schools  
in the 2014/15 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	12	11	6	9	3	6
Filipino	266	248	254	241	242	197
Indian	220	187	232	200	192	165
Pakistani	559	474	505	448	382	239
Nepalese	249	194	229	240	201	156
Japanese	10	12	10	13	11	10
Thai	21	17	34	11	11	13
Korean	12	8	8	7	13	9
Other Asian	46	35	25	24	31	20
White	42	33	32	31	27	15
Others	70	78	75	55	40	36
Total	1 507	1 297	1 410	1 279	1 153	866

Notes:

1. Figures refer to the position as at September 2014.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of ethnic minority students studying at different grade levels in kindergartens  
in the 2014/15 school year**

	K1	K2	K3
Indonesian	27	22	27
Filipino	199	242	200
Indian	411	392	275
Pakistani	478	503	505
Nepalese	309	315	330
Japanese	315	255	202
Thai	36	36	32
Korean	113	113	58
Other Asian	168	158	103
White	1 208	1 304	733
Others	506	500	293
Total	3 770	3 840	2 758

Notes:

1. Figures refer to the position as at September 2014.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB524**

**(Question Serial No. 3331 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What is the number of ethnic minority students and the percentage of resources used by VTC on ethnic minority students in each of the member institutions of the Vocational Training Council in the school year 2014/15 disaggregated by ethnicity?

Asked by: Hon TO Kun-sun, James (Member Question No. 74)

Reply:

It is estimated that there will be a total of 970 non-Chinese speaking (NCS) students in the Vocational Training Council (VTC) for the 2014/15 academic year, including those enrolled in programmes dedicated and not dedicated to NCS students. Due to the staggered intake of some programmes, student admission for the 2014/15 academic year is ongoing and hence the breakdown of NCS students by ethnicity and member institution is not yet available.

NCS students of VTC's pre-employment programmes enjoy various support services to help them better cope with study and adapt to campus life. These services include academic and learning support, such as alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community as well as advisory support for articulation and career development. Separate breakdown of resources deployed to support services for NCS students is not available.

--END--



**CONTROLLING OFFICER'S REPLY**

**EDB525**

**(Question Serial No. 3332)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

Regarding the educational support for non-Chinese speaking students to be admitted in post-secondary programmes, please provide:

- (a) the number of ethnic minority students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2014 and the respective number of them admitted to UGC-funded post-secondary programmes through JUPAS using each of the alternative Chinese qualifications, namely GCE (A-Level), GCE (AS Level), GCSE and IGCSE in 2014 and the subsidies involved;
- (b) the number of non-Chinese speaking students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2014 and the respective number of them admitted to UGC-funded post-secondary programmes through JUPAS using each of the alternative Chinese qualifications, namely GCE (A-Level), GCE (AS Level), GCSE and IGCSE in 2014 and the subsidies involved;
- (c) the total number of students admitted to UGC-funded post-secondary programmes through JUPAS in 2014 and the total number of them admitted to full-time locally-accredited self-financing post-secondary programmes in 2014 and the subsidies involved; and
- (d) whether additional resources will be granted to assist ethnic minority students so that more of them will be admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS.

Asked by: Hon TO Kun-sun, James (Member Question No. 75)

Reply:

- (a) & (b) In 2014, 120 non-Chinese speaking (NCS) students (i.e. local students whose ethnicity and / or spoken language at home is not Chinese) were admitted to University Grants Committee (UGC)-funded post-secondary programmes (including sub-degree and undergraduate programmes) under Joint University Programmes Admissions System (JUPAS). Information on these students' Chinese Language qualifications is not available.

In the 2014/15 school year, the estimated expenditure on subsidising eligible school candidates

sitting for the Chinese examinations under the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level is \$1.87 million.

- (c) In 2014, a total of 14 269 local students were admitted to UGC-funded full-time post-secondary programmes through JUPAS. In tandem, a total of 27 188 students (provisional figure as of October 2014) were admitted to full-time locally-accredited self-financing post-secondary programmes.

On the subsidies involved, for the UGC-funded sector, the bulk of recurrent grants to the institutions are in the form of a block grant, and hence the UGC is unable to attribute the actual subvention/expenditure on specific academic programmes and activities. For the self-financing post-secondary sector, generally speaking, it does not receive recurrent subsidy from the Government.

- (d) The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), the provision of the Applied Learning Chinese (for NCS students) subject, and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools (i.e. 100 primary schools and 73 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

Developed from the perspective of second language learners, the "Learning Framework" provides teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in "small" steps at different learning stages in accordance with the curriculum. More NCS students are expected to be able to make steady progress with a view to bridging over to mainstream Chinese Language classes. When the enhanced education support for NCS students takes root and sustains, it is expected that more NCS students would pursue studies in tertiary institutions.

- End -

**CONTROLLING OFFICER'S REPLY****EDB526****(Question Serial No. 3333)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students in upper secondary education, please provide:

- (a) the number of ethnic minority students taking the DSE Chinese examination in 2014 and the respective number of these students attaining each of the levels from Unclassified to Level 5\*\*; and
- (b) the number of non-Chinese speaking students taking the DSE Chinese examination in 2014 and the respective number of these students attaining each of the levels from Unclassified to Level 5\*\*
- (c) whether additional resources will be granted to ethnic minority students to assist them to take DSE Chinese examination.

Asked by: Hon TO Kun-sun, James (Member Question No. 76)

Reply:

- (a) & (b) For the planning of education support measures, whether students whose spoken language at home is Chinese, rather than their ethnicity, is our concern. In 2014, 113 Secondary 6 non-Chinese speaking (NCS) students attending public sector and Direct Subsidy Scheme schools offering local curriculum sat for the Hong Kong Diploma of Secondary Education (HKDSE) (Chinese Language) Examination. A total of 27 NCS students attained Level 3 or above in HKDSE (Chinese Language) Examination, the general entrance requirement under Joint University Programmes Admissions System (JUPAS). It is worth noting that NCS students' learning of the Chinese language should not simply be based on results in individual examinations. To avoid labelling and piece-meal misinterpretation of the results, a breakdown of the levels attained by individual groups of students will not be released.
- (c) The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), the provision of the Applied Learning Chinese (for NCS students) subject and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools (i.e. 100 primary schools and 73 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

Developed from the perspective of second language learners, the “Learning Framework” provides teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in “small” steps at different learning stages in accordance with the curriculum. More NCS students are expected to be able to make steady progress with a view to bridging over to mainstream Chinese Language classes. When the enhanced education support for NCS students takes root and sustains, it is expected that more NCS students would sit for the HKDSE (Chinese Language) Examination.

- End -

**CONTROLLING OFFICER'S REPLY****EDB527****(Question Serial No. 3334)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the educational support for non-Chinese speaking students in receiving post secondary education, please provide:

- (a) the number of students taking the DSE examinations in 2014, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;
- (b) the number of ethnic minority students taking the DSE examinations in 2014, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;
- (c) the number of non-Chinese speaking students taking the DSE Chinese examination in 2014, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;
- (d) whether additional resources will be granted to enhance educational support for ethnic minority students to have a higher percentage to meet the general entrance requirement of UGC-funded undergraduate programmes.

Asked by: Hon TO Kun-sun, James (Member Question No. 77)

Reply:

- (a) In 2014, there were a total of 78 400 candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. About 36% (i.e. 27 971) met the general entrance requirements of University Grants Committee (UGC)-funded undergraduate programmes. Around 44% of those who met the entrance requirement, or 16% of the total candidature (i.e. 12 302) received Joint University Programmes Admissions System (JUPAS) offers.
- (b) & (c) In 2014, out of 829 Secondary 6 non-Chinese speaking (NCS) students attending public sector and Direct Subsidy Scheme schools offering the local curriculum, 731 took the HKDSE Examination. Among these 731 NCS students, 113 sat for HKDSE (Chinese Language) Examination. Out of the 731 NCS students taking HKDSE Examination, 27% of them (i.e. 197) met the general entrance requirements of UGC-funded undergraduate programmes, and around 42% of those who met the entrance requirement or 11% of the total NCS student-candidature (i.e. 82) received JUPAS offers. For the planning of education support measures, whether students whose spoken language at home is Chinese, rather than their ethnicity, is our concern.
- (d) The Education Bureau has, starting from the 2014/15 school year, allocated about \$200

million per year to step up the education support for NCS students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework"), the provision of the Applied Learning Chinese (for NCS students) subject, and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 school year, a total of 173 schools (i.e. 100 primary schools and 73 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per annum depending on the number of NCS students admitted. Based on the advice from research and language experts, we have drawn up the research framework to evaluate the effectiveness of various support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

Developed from the perspective of second language learners, the "Learning Framework" provides teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in "small" steps at different learning stages in accordance with the curriculum. More NCS students are expected to be able to make steady progress with a view to bridging over to mainstream Chinese Language classes. When the enhanced education support for NCS students takes root and sustains, it is expected that more NCS students would pursue studies in tertiary institutions.

- End -

**CONTROLLING OFFICER'S REPLY****EDB528****(Question Serial No. 4595)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the engagement of outsourced workers, please provide the following information:

	2014-15 (the latest position)
Number of outsourced service contracts	
Total payments to outsourced service providers	
Duration of service of each outsourced service provider	( )
Number of outsourced workers engaged through outsourced service providers	( )
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	
Monthly salary range of outsourced workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• under \$6,240	( )
Length of service of outsourced workers over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Percentage of outsourced workers against the total number of staff in the Department	( )
Percentage of payments to outsourced service providers against the total staff costs of the Department	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )

Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal break	( )
Number of workers without paid meal break	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with 2013-14

Asked by: Hon WONG Kwok-hing (Member Question No. 108)

Reply:

Details of employment of staff under outsourced service contracts in 2014-15 are as follows –

	<b>2014-15 (projection up to 31.3.2015)</b>	
Number of outsourced service contracts	529 (17%) (estimated total)	
Total amount paid to service contractors	\$340,367,142 (-16%) (estimated total)	
Contract service period of each contractor	less than 12 months	368 (+11%)
	12 months to less than 24 months	117 (+31%)
	24 months and more	44 (+47%)
Number of staff employed under outsourced service contracts	Number of staff employed in 215 contracts (Information on number of staff employed is not specified in the other 314 contracts.)	full-time: 858 (-11%) part-time: 75 (-68%)
Posts taken up by staff employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the post titles of the staff are not specified in the contracts.	



	<b>2014-15 (projection up to 31.3.2015)</b>
<p>Monthly salaries of staff employed under outsourced service contracts</p> <ul style="list-style-type: none"> <li>• \$30,001 or above</li> <li>• \$16,001 to \$30,000</li> <li>• \$8,001 to \$16,000</li> <li>• \$6,501 to \$8,000</li> <li>• \$6,240 to \$6,500</li> <li>• \$6,240 or below</li> </ul>	<p>The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the salaries of the staff are not specified in the contracts, except for the outsourced service contracts that rely on deployment of non-skilled workers.</p> <p>Out of the 529 outsourced service contracts, 9 contracts which rely on the deployment of non-skilled workers have specified salaries of the non-skilled workers as follows –</p> <ul style="list-style-type: none"> <li>• \$8,001 to \$16,000 2 (-33%)</li> <li>• \$6,501 to \$8,000 6 (-14%)</li> <li>• \$6,240 to \$6,500 0 (0%)</li> <li>• \$6,240 or below 1 * (0%)</li> </ul> <p>*The concerned workers under this contract are working on a part-time basis. Their salary level is no less than the Statutory Minimum Wage.</p>
<p>Length of employment of staff under outsourced service contracts in years</p> <ul style="list-style-type: none"> <li>• 15 years or above</li> <li>• 10 to 15 years</li> <li>• 5 to 10 years</li> <li>• 3 to 5 years</li> <li>• 1 to 3 years</li> <li>• less than 1 year</li> </ul>	<p>We do not keep information on the years of service of staff under outsourced service contracts since they are employees of contractors and contractors may arrange any of their employees to work in EDB or arrange replacement staff during the contract period for different reasons.</p>
<p>Percentage of staff under outsourced service contracts in the total number of staff in the Bureau</p>	<p>13% (-2%) (Based on 181 contracts with the number of full-time staff employed specified)</p>
<p>Percentage of payment to service contractors in the total staff costs of the Bureau</p>	<p>10% (-3%)</p>
<p>Number of workers who received severance payment/long service payment/contract gratuity</p>	<p>Information not available. (See Note)</p>
<p>Amount of severance payment/long service payment/contract gratuity paid</p>	<p>Information not available. (See Note)</p>

	<b>2014-15 (projection up to 31.3.2015)</b>
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note)
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note)
Number of workers with paid meal break Number of workers without paid meal break	Information not available. (See Note)
Number of workers working 5 days per week Number of workers working 6 days per week	Information not available. (See Note)

*Figures in ( ) denote changes in percentage between the projected figures up to 31.3.2015 and the actual figures in 2013-14*

Note: Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity, paid meal breaks, number of working days in a week, are governed by the employment contracts signed between the employers (i.e. the service contractors) and their employees under mutual agreement.

- End -

**CONTROLLING OFFICER'S REPLY****EDB529****(Question Serial No. 4596)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the engagement of agency workers, please provide the following information:

	2014-15 (the latest position)
Number of contracts with employment agencies (EAs)	( )
Amount of each EA contract	( )
Duration of each contract	( )
Number of agency workers	( )
Nature of posts taken up by agency workers	
Monthly salaries of agency workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• Below \$6,240	( )
Years of service of agency workers	
• Over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• Less than 1 year	( )
Percentage of agency workers to the total number of staff in the Bureau	( )
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )

Number of workers with paid meal breaks	( )
Number of workers without paid meal breaks	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with 2013-14

Asked by: Hon WONG Kwok-hing (Member Question No. 109)

Reply:

The information requested is appended below -

<b>Information on the Engagement of Agency Workers in the Education Bureau (EDB)<sup>Note 1</sup></b>	<b>2014-15 (As at 30 September 2014)</b>
Number of contracts with employment agencies (EAs)	44 (+7.32%)
Amount of each EA contract <ul style="list-style-type: none"> <li>\$0.5 million or less</li> <li>More than \$0.5 million to \$1.43 million</li> </ul>	41 (+10.81%) 3 (-25.00%)
Duration of each contract <ul style="list-style-type: none"> <li>12 months or less</li> <li>More than 12 months to 24 months</li> </ul>	44 (+15.79%) 0 (-100.00%)
Number of agency workers	94 (+38.24%)
Nature of posts taken up by agency workers <ul style="list-style-type: none"> <li>General office support and customer service</li> <li>Publicity, promotion and event management</li> <li>Research-related work and technical support</li> </ul>	94 (+44.62%) 0 (-100.00%) 0 (-100.00%)
Monthly salaries of agency workers <ul style="list-style-type: none"> <li>\$30,001 or above</li> <li>\$16,001 to \$30,000</li> <li>\$8,001 to \$16,000</li> <li>\$6,501 to \$8,000</li> <li>\$6,240 to \$6,500</li> <li>Below \$6,240</li> </ul>	0 (0.00%) 5 (0.00%) 89 (+41.27%) 0 (0.00%) 0 (0.00%) 0 (0.00%)
Years of service of agency workers <ul style="list-style-type: none"> <li>Over 15 years</li> <li>10 to 15 years</li> <li>5 to 10 years</li> <li>3 to 5 years</li> <li>1 to 3 years</li> <li>Less than 1 year</li> </ul>	See Note 2
Percentage of agency workers to the total number of staff in the Bureau	1.41% (+35.58%)
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau	0.25% (0.00%)
Number of workers who received severance payment/long service payment/contract gratuity	See Note 3
Amount of severance payment/long service payment/contract gratuity paid	See Note 3
Number of workers with severance payment/long service payment	See Note 3

offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	See Note 3
Number of workers with paid meal breaks Number of workers without paid meal breaks	See Note 3
Number of workers working 5 days per week Number of workers working 6 days per week	94 (+38.24%) -

( ) Change in percentage as compared with 2013-14

#### Note

- 1 The above table includes agency workers which are financed by the Quality Education Fund, and excludes information technology staff employed by the Bureau under the term contract centrally administered by the Office of the Government Chief Information Officer.
- 2 We do not keep information on the years of service of agency workers since they are employees of EAs and EAs may arrange any of their employees to work in EDB or arrange replacement agency workers during the contract period for different reasons.
- 3 We do not have the information. Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity and paid meal breaks, are governed by the employment contracts signed between the employers (i.e. the EAs) and the agency workers under mutual agreement.

- End -

**CONTROLLING OFFICER'S REPLY****EDB530****(Question Serial No. 4597)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the employment of non-civil service contract (NCSC) staff, please provide the following information:

	2014-15 (as at the latest position)
Number of NCSC staff	( )
Distribution of posts taken up by NCSC staff	
Salary expenditure for NCSC staff	( )
Monthly salaries of NCSC staff	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• Less than \$6,240	( )
Length of employment of NCSC staff in years	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Number of NCSC staff converted to civil servants	( )
Percentage of NCSC staff in the total number of staff in the Bureau	( )
Percentage of payment for NCSC staff in the total staff costs of the Bureau	( )
Number of NCSC staff who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of NCSC staff with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )

Number of NCSC staff with paid meal time	( )
Number of NCSC staff without paid meal time	( )
Number of NCSC staff working 5 days a week	( )
Number of NCSC staff working 6 days a week	( )

( ) *Change in percentage as compared with 2013-14*

Asked by: Hon WONG Kwok-hing (Member Question No. 110)

Reply:

The majority of NCSC staff in this Bureau are employed by government schools under the school-based management initiative and by the Education Bureau Headquarters offices to provide support to various education initiatives on short-term or time-limited project basis. The details are at the **Annex** attached.

**Employment of NCSC Staff in Education Bureau**

		<b>2014-15</b> <sup>Note 1</sup>	
Number of NCSC staff		Government Schools	Headquarters
		979 (+6.76%)	234 (-9.30%)
	<b>Total</b>	<b>1 213</b> (+3.23%)	
Nature of work performed by NCSC staff		Government Schools	Headquarters
	Administrative support	8 (-11.11%)	42 (-12.50%)
	Clerical support	197 (+15.88%)	28 (0.00%)
	Education / Training	303 (+8.99%)	81 (-18.18%)
	IT support	59 (+1.72%)	1 (-83.33%)
	Project Co-ordinator	0 (-100.00%)	43 (-6.52%)
	Research	2 (+100.00%)	10 (-56.52%)
	Non-skilled	401 (+2.30%)	1 (0.00%)
	Others	9 (+12.50%)	28 (+300.00%)
Salary expenditure for NCSC staff		Government Schools (‘000)	Headquarters (‘000)
		125,998 (+9.48%)	107,823 (-4.74%)
	<b>Total</b>	<b>233,821</b> <sup>Note 2</sup> (+2.43%)	
Monthly salaries of NCSC staff		Government Schools	Headquarters
	\$30,001 or above	0 (0.00%)	131 (+5.65%)
	\$16,001 to \$30,000	13 (+62.50%)	70 (-23.91%)
	\$8,001 to \$16,000	966 (+6.27%)	33 (-21.43%)
	\$6,501 to \$8,000	0 (0.00%)	0 (0.00%)
	\$6,240 to \$6,500	0 (0.00%)	0 (0.00%)



		2014-15 <sup>Note 1</sup>	
	Less than \$6,240	0 (0.00%)	0 (0.00%)
Length of employment of NCSC staff in years		Government Schools	Headquarters
	15 years or above	0 (0.00%)	0 (0.00%)
	10 years to less than 15 years	53 (+17.78%)	4 (-33.33%)
	5 years to less than 10 years	145 (-10.49%)	47 (-4.08%)
	3 years to less than 5 years	142 (+39.22%)	43 (+10.26%)
	1 year to less than 3 years	294 (-5.77%)	66 (-30.53%)
	Under 1 year	345 (+16.55%)	74 (+7.25%)
Number of staff converted to civil servants		There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who met the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who have met the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience.	
Percentage of NCSC staff in the total number of staff in the Bureau		18.12% (+1.17%)	
Percentage of payment for NCSC staff in the total staff costs of the Bureau		7.81% <sup>Note 2</sup> (-1.01%)	
Number of NCSC staff who received severance payment (SP)/long service payment (LSP)/contract gratuity (CG)		207 (-7.17%)	
Amount (\$'000) of SP/LSP/CG paid		9,369 (+26.39%)	
Number of NCSC staff with SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)		20 (-9.09%)	

	2014-15 <sup>Note 1</sup>	
Amount (\$'000) of SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	780 (-11.76%)	
	Government Schools	Headquarters
Number of staff with paid meal time	578 (+10.10%)	233 (-9.34%)
Number of staff without paid meal time	401 (+2.30%)	1 (0.00%)
	Government Schools	Headquarters
Number of staff working 5 days a week	240 (+3.90%)	234 (-9.30%)
Number of staff with other work patterns (e.g, 5 ½ days a week, alternate Saturday off)	739 (+8.04%)	0 (0.00%)
Number of staff working 6 days a week	0 (-100.00%)	0 (0.00%)

( ) Change in percentage as compared with 2013-14

Note 1: Except for the two items on “salary expenditure for NCSC staff” and “percentage of payment for NCSC staff in the total staff costs of the Bureau” which are financial year figures, all other items are indicative of the position as at 31 December 2014.

Note 2: Information provided covers the projected expenditure up to 31 March 2015.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB531**

**(Question Serial No. 4602)**

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

Question:

What is the total number of classes in half-day government and aided primary schools in the 2014/15 school year? What are the numbers of schools and students involved (please provide the numbers by district and by level)? What are the reasons for these primary schools not implementing whole-day schooling yet? Does the Administration offer any assistance to help these primary schools implement whole-day schooling? If yes, what are the details and expenditure involved as well as the projected timetable for implementation of whole-day schooling? If no, what are the reasons?

Asked by: Hon WONG Kwok-hing (Member Question No. 115)

Reply:

The number of half-day government and aided primary schools and their number of students and classes by level in the 2014/15 school year are tabulated in Appendix.

Among these five half-day government and aided primary schools, one will turn whole-day operation in the 2015/16 school year, which will involve an additional one-off expenditure of \$31.1 million, two will be provided with new premises while one will have extension and conversion of its existing premises for whole-day operation. Subject to Legislative Council's funding approval within the current legislative session, the construction works of two new school premises are planned for completion in 2018. The extension and conversion works of one school is under planning. As for the last school which is now operating half-day classes at Primary 1 to 4 and whole-day classes at Primary 5 and 6, the Education Bureau has been exploring alternatives with the school sponsoring body to facilitate the school's full implementation of whole-day primary schooling.

**Number of Classes and Students in Half-day Government and Aided Primary Schools in 2014/15**

Item	District	Session	Number of Classes and Students (in bracket)					
			P1	P2	P3	P4	P5	P6
1	Wan Chai	AM	5 (135)	5 (134)	5 (133)	5 (134)	5 (133)	5 (133)
		PM	5 (135)	5 (134)	5 (128)	5 (131)	5 (123)	5 (123)
2	Wan Chai	AM	0	4 (132)	0	4 (124)	0	4 (113)
		PM	4 (132)	0	4 (125)	0	4 (114)	0
3	Wan Chai	AM	2 (59)	2 (60)	2 (61)	2 (62)	2 (64)	2 (63)
		PM	2 (60)	2 (60)	2 (61)	2 (61)	2 (59)	2 (56)
4	Hong Kong East	AM	2 (65)	2 (63)	2 (61)	2 (59)	2 (58)	2 (54)
		PM	2 (66)	2 (63)	2 (55)	2 (57)	2 (61)	2 (48)
5	Central and Western	PM	5 (165)	5 (165)	5 (163)	5 (162)	Note	Note

Note: The school is operating whole-day classes at Primary 5 and 6 in the 2014/15 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB532****(Question Serial No. 4603)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

By the 2014/15 school year, how many public sector primary and secondary schools respectively in Hong Kong have put in place the School-based Educational Psychology Service? For the 2015/16 and 2016/17 school years, to how many schools does the Administration expect the Service to be extended and what will be the expenditure involved? How will the Administration evaluate the effectiveness of the Service?

Asked by: Hon WONG Kwok-hing (Member Question No. 116)

Reply:

In the 2014/15 school year, 341 public sector primary schools and 308 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS).

The number of public sector primary and secondary schools which would receive SBEPS in the 2015/16 and 2016/17 school years as well as the estimated expenditure involved are tabulated below.

School Year	Number of Primary Schools to Receive SBEPS (Provisional)	Number of Secondary Schools to Receive SBEPS (Provisional)	Total Expenditure (\$ million) (Estimate)
2015/16	390	340	112
2016/17	450	392	132

A quality assurance mechanism has been put in place to evaluate service effectiveness and to ensure service quality. Under the mechanism, the Education Bureau (EDB) conducts an annual review through a questionnaire survey to participating schools and the educational psychologists (EPs) at the end of the school year to gauge feedback from different stakeholders. EDB also conducts school visits to review deliverables (including work plans and progress reports of EPs) and to hold meetings with EPs and school personnel to advise on issues related to the implementation of SBEPS. In addition, EDB holds regular meetings with the School Sponsoring Bodies providing the service to review service planning and coordination.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB533**

**(Question Serial No. 4604)**

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

Question:

Does the Administration know the current situation of the employment of permanent teaching assistants at each public sector primary school? How many schools have employed 2 or less and 3 or more teaching assistants respectively? Does it have any plan to provide additional provision for schools to employ teaching assistant to alleviate the administrative work of serving teachers in the 2015/16 academic year?

Asked by: Hon WONG Kwok-hing (Member Question No. 119)

Reply:

The Education Bureau (EDB) does not capture information on teaching assistants in public sector schools and therefore we are unable to provide the employment situation and number of teaching assistants in schools. On top of the resources for providing support services to schools in the form of recurrent grants, such as Capacity Enhancement Grant, Supplementary Grant and Administration or Revised Administration Grant, etc., EDB has further introduced an additional recurrent grant equivalent to the salary of a Clerical Assistant to all public sector primary schools since the 2014/15 school year. These provisions of grant are adjusted annually in accordance with the annual movement of the Composite Consumer Price Index. Schools can flexibly deploy funds for employing staff, including teaching assistants, or hiring related services to meet their school-based development needs and help relieve the administrative workload of teachers. For the time being, EDB has no plan to provide additional resources for schools for such defined purposes.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB534**

**(Question Serial No. 4076)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Education Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide the amount of expenditure respectively in providing assistance towards rent, rates and government rent for eligible non-profit-making kindergartens in the 18 districts in the past 3 years. (Please give a breakdown by District Council district)
- (2) What is the yearly breakdown of the numbers of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens and the numbers of applications approved from 2009/10 to 2014/15 school years? What is the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)?
- (3) What is the estimated expenditure for the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2015/16 school year?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 33)

Reply:

- (1) The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making (NPM) kindergartens (KGs) in 2011-12, 2012-13 and 2013-14 by District Council district is tabulated at Appendix 1.
- (2) The number of applications and approval granted to NPM KGs for rent reimbursement and their respective percentage share among local KGs and KGs under PEVS from the 2009/10 to 2014/15 school years is tabulated at Appendix 2.
- (3) The estimated expenditure on reimbursement of rent for NPM KGs in 2015-16 is \$214.4 million.

**Expenditure on reimbursement of rent, government rent and rates for  
eligible non-profit making kindergartens in the 18 districts  
in 2011-12, 2012-13 and 2013-14**

Financial Year  District	2011-12		2012-13		2013-14	
	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates
	(\$)		(\$)		(\$)	
CW	2,848,873	1,006,878	2,773,666	1,200,774	3,473,324	1,424,248
WCH	2,083,292	1,258,183	2,316,628	1,329,517	2,861,480	1,691,372
HKE	9,463,284	2,614,132	8,899,830	2,809,307	9,197,784	3,474,325
SOU	3,693,569	1,687,882	3,604,241	1,837,179	4,155,215	2,055,726
SSP	9,731,948	1,460,098	9,781,553	1,429,621	10,580,407	1,701,880
YTM	1,759,298	614,520	1,846,611	608,810	1,803,893	793,730
KC	4,288,267	2,064,475	4,603,303	2,055,863	4,877,240	2,844,859
WTS	12,005,672	2,442,120	12,506,842	2,402,213	12,979,390	2,817,940
KT	13,893,208	2,886,759	14,733,230	3,117,300	15,170,071	3,740,131
TW	5,718,378	1,023,702	5,875,015	1,084,596	6,540,477	1,241,762
TM	17,093,089	1,860,361	17,938,998	1,865,584	19,074,644	2,231,528
YL	15,734,243	1,967,199	15,430,351	2,022,884	16,269,043	2,382,114
N	9,294,754	1,210,148	9,672,121	1,146,443	9,996,034	1,628,334
TP	11,799,854	1,041,815	12,733,494	998,203	13,170,071	1,590,685
ST	17,860,236	2,071,062	18,700,571	2,076,860	19,059,724	2,662,723
SK	13,412,806	1,546,307	13,802,106	1,588,190	14,474,010	2,025,025
ISL	4,458,840	563,271	4,005,303	601,067	3,962,568	759,073
KWT	13,301,771	1,575,634	13,460,752	1,589,724	14,117,577	1,935,799



**Number of applications and approval granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage share among local KGs and KGs under PEVS from the 2009/10 to 2014/15 school years**

School year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15*
No. of local KGs	872	865	856	861	869	874
No. of KGs joining PEVS	800	757	751	735	724	724
No. of applications	1	2	6	7	8	5 <sup>#</sup>
Percentage share among local KGs	0.1%	0.2%	0.7%	0.8%	0.9%	0.6%
Percentage share among KGs joining PEVS	0.1%	0.3%	0.8%	1.0%	1.1%	0.7%
No. of approval granted	0	0	0	0	2	1
Percentage share among local KGs	Not applicable	Not applicable	Not applicable	Not applicable	0.2%	0.1%
Percentage share among KGs joining PEVS	Not applicable	Not applicable	Not applicable	Not applicable	0.3%	0.1%

\* Position as of February 2015.

# Two of the five applications are still being processed.

- End -

**CONTROLLING OFFICER'S REPLY****EDB535****(Question Serial No. 4077)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

- (1) Please tabulate the number of cross-boundary students and school coaches that make daily use of various land-based boundary control points in the past 3 years.
- (2) The estimated number of cross-boundary students and school coaches that make daily use of various land-based boundary control points in the 2015/16 school year.
- (3) What are the plans and expenditure involved in improving the facilities for cross-boundary students and school coaches using various land-based boundary control points?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 35)

Reply:

- (1) The number of cross-boundary students (CBS) and local / cross-boundary school coaches using various land-based boundary control points from the 2012/13 to 2014/15 school years is provided in the following table:

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Shenzhen Bay Control Point (SZB CP)	2012/13	3 360	77
	2013/14	5 202	102
	2014/15	6 737	116
Lok Ma Chau Control Point (LMC CP)	2012/13	712	12
	2013/14	774	17
	2014/15	1 062	19
Man Kam To Control Point (MKT CP)	2012/13	619	13
	2013/14	1 028	13
	2014/15	1 397	26

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Sha Tau Kok Control Point (STK CP)	2012/13	1 113	7
	2013/14	1 124	8
	2014/15	1 288	9
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2012/13	6 001	29
	2013/14	7 785	44
	2014/15	9 021	46
Lo Wu Control Point (LW CP)	2012/13	4 551	34
	2013/14	4 958	34
	2014/15	5 485	34

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
  - (2) Figures on cross-boundary students are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts.
  - (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.
- (2) The Education Bureau collects information on the number of CBS attending kindergartens, primary schools and secondary schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin (starting from the 2014/15 school year) districts in September of the new school year. Hence, we are not able to provide the figures for the coming 2015/16 school year at this stage. Neither can we reliably project the number of CBS and their geographical distribution in the 2015/16 school year because their number and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc.
  - (3) The Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using the above land-based boundary control points. These measures include allowing local school buses to gain access to the LW and LMCSL CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the LMC, MKT, STK and SZB CPs; implementation of simplified clearance services at the LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs.

The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB536**

**(Question Serial No. 4078 )**

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

The number of students studying in aided special schools in 2012/13, 2013/14 and 2014/15 school years.

The number of students with special educational needs (SEN) studying in public sector mainstream schools in 2012/13, 2013/14 and 2014/15 school years.

The number of student with SEN studying in English Schools Foundation (ESF) schools, private independent schools and international schools in 2012/13, 2013/14 and 2014/15 school years.

Asked by: Hon WONG Pik-wan, Helena (Member Question No.40 )

Reply:

The number of students studying in aided special schools and the number of students with special educational needs in public sector mainstream schools, English Schools Foundation schools, other international schools and private independent schools from the 2012/13 to 2014/15 school years are tabulated at the Appendix.

**Number of students studying in aided special schools, students with special educational needs studying in public sector mainstream schools, English Schools Foundation (ESF) schools, other private international schools, and private independent schools (PIS) from the 2012/13 to 2014/15 school years**

School Year	Aided Special Schools	Public Sector Mainstream Schools	ESF Schools	International Schools (excluding ESF schools)	PIS
2012/13	7 883	31 390	373	287	307
2013/14	7 834	33 830	378	350	206
2014/15	7 643	36 190	392	492	292

Notes : (1) Figures refer to the position as at September of the respective years.

- Statistics cover students with special educational needs under integrated classes / special classes / special school in PIS, ESF schools and other private international schools as reported by the schools concerned in response to the Annual Enrolment Survey. They however are not exhaustive as some schools did not respond to the Survey in this respect.

- End -

**CONTROLLING OFFICER'S REPLY****EDB537****(Question Serial No. 4079)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide a breakdown of the number of schools and classes which used Putonghua to teach the Chinese Language subject in the past 3 school years (from 2012/13 to 2014/15 school years), by district, secondary and primary and special schools categories. Among them, please provide the number of schools and classes which used Putonghua to teach the Chinese Language subject at all levels and some of the levels.
- (2) Does the Administration plan to implement the policy of teaching the Chinese Language subject with Putonghua in all schools?
- (3) What were the expenditures in the past 3 school years (from 2012/13 to 2014/15 school years) and what is the estimated expenditure for the 2015/16 school year on implementing the policy of teaching the Chinese Language subject with Putonghua?

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 41)

Reply:

- (1) In respect of the medium of instruction (MOI) for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances. The number of schools that use Putonghua to teach the Chinese Language subject may vary every year. At present, we do not possess information about the number of schools that are currently using Putonghua to teach the Chinese Language subject.
- (2) Scholars hold different views on whether Putonghua should be used as the MOI for teaching the Chinese Language subject. There is no consensus probably because there are many variables affecting the efficacy of Putonghua as the MOI for teaching the Chinese Language subject. Such variables include, for example, teachers' ability to use Putonghua fluently and the language environment of the schools and the social circles of the students concerned. With a view to promoting biliteracy and trilingualism, the Education Bureau (EDB) encourages primary and secondary schools to nurture students' Putonghua proficiency, but schools are given the flexibility to use Cantonese and/or Putonghua as the MOI for teaching the Chinese Language subject having regard to their own circumstances.
- (3) In 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which wished to try out using Putonghua to teach the Chinese Language subject. The Support Scheme was carried out in four phases, providing support to 40

schools, both primary and secondary, in each phase. Each school received support for three consecutive school years.

The support measures given to schools included: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using Putonghua to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers' exposure to different teaching practices. In addition, a supply teacher grant was also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. As the Support Scheme was a pilot scheme and was completed in August 2014, no further expenditure on the Scheme is expected in 2015-16. The expenditure in the past 3 school years (from 2012/13 to 2014/15 school years, up to January 2015) were \$45.2 million<sup>Note</sup>. However, the EDB continues to give schools professional support on teaching the Chinese Language subject irrespective of whether the schools' MOI is Putonghua or Cantonese. The expenditure is absorbed within the resources of the EDB.

Note: The expenditure incurred in the 2014/15 school year was to cover the manpower resources required to undertake administration work relating to the Support Scheme after its completion.

- End -

**CONTROLLING OFFICER'S REPLY****EDB538****(Question Serial No. 4080)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the school years from 2012/13 to 2014/15:

- (1) The actual average teacher-to-student ratio and class-to-teacher ratio for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme schools and international schools.
- (2) The number of regular teachers, teachers under defined contract period and teaching assistants in public sector primary and secondary schools as well as special schools.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 42)

Reply:

- (1) The average student-to-teacher ratio and the average teacher-to-class ratio for public sector and private primary and secondary schools as well as special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2012/13 to 2014/15 are tabulated below. Please note that teachers of local primary and secondary schools include regular / contract teachers (i.e. those employed under teacher establishment and various education initiatives, grants or funding from different sources).

**Student-to-Teacher Ratio**

	2012/13	2013/14	2014/15 (Estimate)
Government Primary Schools	14.9 : 1	14.8 : 1	14.5 : 1
Government Secondary Schools	15.2 : 1	14.7 : 1	13.9 : 1
Aided Primary Schools	14.4 : 1	14.1 : 1	14.0 : 1
Aided Secondary Schools	14.4 : 1	13.7 : 1	12.9 : 1
Private Primary Schools*	15.9 : 1	16.2 : 1	15.7 : 1
Private Secondary Schools*	13.4 : 1	12.1 : 1	11.0 : 1
Caput Secondary Schools	14.8 : 1	14.0 : 1	13.0 : 1
Special Schools	4.9 : 1	4.8 : 1	4.6 : 1
DSS Schools*	12.4 : 1	12.2 : 1	11.9 : 1
International Schools*	11.0 : 1	11.1 : 1	11.0 : 1



**Teacher-to-Class Ratio**

	2012/13	2013/14	2014/15 (Estimate)
Government Primary Schools	1.8 : 1	1.8 : 1	1.8 : 1
Government Secondary Schools	2.2 : 1	2.3 : 1	2.3 : 1
Aided Primary Schools	1.9 : 1	1.9 : 1	1.9 : 1
Aided Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Private Primary Schools*	1.8 : 1	1.8 : 1	1.9 : 1
Private Secondary Schools*	1.6 : 1	1.7 : 1	1.9 : 1
Caput Secondary Schools	2.3 : 1	2.3 : 1	2.4 : 1
Special Schools	2.2 : 1	2.2 : 1	2.2 : 1
DSS Schools*	2.5 : 1	2.5 : 1	2.5 : 1
International Schools*	2.1 : 1	2.1 : 1	2.1 : 1

\* The student-to-teacher ratio and the teacher-to-class ratio vary among individual DSS schools, private schools and international schools

- (2) The number (rounded to the nearest 10) of establishment teachers (teachers filling the posts of the approved teaching establishment) in public sector schools for the school years from 2012/13 to 2014/15 is as follows.

**Establishment Teachers**

	2012/13	2013/14	2014/15 (Estimate)
Government Primary Schools	1 270	1 250	1 230
Government Secondary Schools	1 490	1 450	1 440
Aided Primary Schools	14 630	15 660	16 090
Aided Secondary Schools	18 750	19 310	19 040
Caput Secondary Schools*	180	110	110
Special Schools	1 460	1 570	1 610

\* The number of caput secondary schools had been reduced from 3 to 2 in the 2013/14 school year.

For aided schools, some of the establishment teachers are employed on defined contract period terms (DCP teachers). The number (rounded to the nearest 10) of DCP teachers in aided schools for the school years from 2012/13 to 2014/15 is as follows.

**DCP Teachers**

	2012/13	2013/14	2014/15 (Estimate)
Aided Primary Schools	560	570	450
Aided Secondary Schools	1 370	1 100	970

Please note that there are no DCP teachers in government schools and caput schools, and the Education Bureau does not have information on DCP teachers in special schools and the number of teaching assistants in schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB539****(Question Serial No. 4081)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

New initiatives to be introduced by the Government from the 2015/16 academic year include progressively increasing the intake of senior-year undergraduate places in University Grants Committee-funded institutions from 4 000 to 5 000 per annum in the 2018/19 academic year. In this connection, the Administration is requested to provide the following information for the 2013/14 and 2014/15 academic years:

- (a) the number of candidates sitting the Hong Kong Diploma of Secondary Education Examination in the relevant years;
- (b) the number of candidates meeting the general entrance requirements of the University Grants Committee-funded undergraduate programmes;
- (c) the number of candidates meeting the general entrance requirements but not admitted by the University Grants Committee-funded first-year first-degree programmes through the Joint University Programmes Admissions System;
- (d) the number of candidates admitted by funded first-year first-degree programmes through the non-Joint University Programmes Admissions System;
- (e) the number of candidates pursuing first-year associate degree programmes; and
- (f) the number of associate degree programme graduates.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 48)

Draft Reply:

(a) - (d)

The number of candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) examination, the approved student number targets of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places, the number and percentage of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admissions System (JUPAS), and the number of local students admitted through the non-JUPAS route in the 2013/14 and 2014/15 academic years are set out at Annex.

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in

self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland, Taiwan and other parts of the world). For the 2014/15 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts is also offering 167 publicly-funded undergraduate intake places. The self-financing sector is also offering some 8 600 intake places in full-time locally-accredited self-financing undergraduate programmes in the 2014/15 academic year. According to the 2014 Secondary 6 Students' Pathway Survey conducted by the Education Bureau in October to December 2014, about 10% of the Secondary 6 graduates who responded to the survey (or some 6 000 graduates out of a total of some 62 300 graduates of the 2013/14 school year who responded) have chosen to pursue further studies outside Hong Kong.

Furthermore, it should be noted that the number of local secondary school graduates will drop significantly, from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

- (e) The number of students pursuing locally-accredited full-time sub-degree programmes in the 2013/14 and 2014/15 academic years are set out below:

<b>Academic Year</b>	<b>2013/14</b>	<b>2014/15#</b>
Actual intakes (headcount) of full-time UGC-funded sub-degree programmes	2 150	2 031
Actual intakes of full-time locally-accredited non-UGC-funded sub-degree programmes	29 967	30 627

Note: # provisional figures.

- (f) The number of graduates of locally-accredited full-time sub-degree programmes in the 2013/14 and 2014/15 academic years is not available at the moment. The number of graduates of locally-accredited full-time sub-degree programmes in the 2011/12 and 2012/13 are set out below:

<b>Academic Year</b>	<b>2011/12</b>	<b>2012/13</b>
Full-time UGC-funded sub-degree programmes	1 835	1 960
Full-time locally-accredited non-UGC-funded sub-degree programmes	23 037	25 825

**Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS and non-JUPAS routes in the 2013/14 and 2014/15 academic years**

Year	Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) places	Joint University Programmes Admissions System (JUPAS)					Non-JUPAS	
		No. of candidates sitting for the HKAL/ HKDSE examinations in the relevant year <sup>(1)</sup>	Candidates meeting the general entrance requirements of the UGC-funded FYFD programmes <sup>(1)</sup>		Candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS <sup>(3)</sup>		No. of applications for UGC-funded FYFD places from local students <sup>(4) (5)</sup>	No. of local students admitted <sup>(3)</sup>
			No.	% <sup>(2)</sup>	No.	% <sup>(2)</sup>		
2013/14	15 000	81 355	28 451	35.0%	16 283	20.0%	58 186	2 475
2014/15	15 000	78 400	27 971	35.7%	15 669	20.0%	61 000	2 447 <sup>(6)</sup>

**Notes:**

- (1) Provided by the Hong Kong Examinations and Assessment Authority. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) As a percentage of the number of candidates sitting for the HKDSE examination in the relevant year.
- (3) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but received a UGC-funded sub-degree place via JUPAS instead; etc.
- (4) Local students applying via the non-JUPAS route include those applicants holding qualifications other than HKDSE examination, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate (IB) and the General Certificate of Education (GCE), etc.
- (5) Provided by the eight UGC-funded institutions. Each individual local student can only submit one application to each institution to apply for several programmes (except for HKIEd which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one institution, and hence the UGC is unable to attribute the actual number of applicants applying to the UGC-funded programme via non-JUPAS.
- (6) Provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB540**

**(Question Serial No. 4296)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

What is the EDB's estimate for providing administrative and secretarial supports to the Committee on Free Kindergarten Education in 2015-16? When Committee members examine free kindergarten education, what are their major areas of concern? When does the EDB expect the Committee to submit the report and complete its tasks?

Asked by: Hon WONG Yuk-man (Member Question No. 81)

Reply:

Since their establishment, the Committee on Free Kindergarten Education (the Committee) and its sub-committees have conducted studies on various issues including the objectives of kindergarten (KG) education, professional development and training of KG principals and teachers, needs of KGs of different operation modes such as manpower requirements, staff salary and career ladder, premises-related issues, funding mode, student diversity, monitoring and governance framework, home-school cooperation, etc. The Committee will submit its report to the Education Bureau (EDB) in mid-2015.

To support the work of the Committee, we have created six additional non-directorate posts on a time-limited basis and redeployed resources from within EDB's existing provision. The estimated staffing provision for the six non-directorate posts in 2015-16 is around \$5.49 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB541**

**(Question Serial No. 4297)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What is the budget for Basic Law education at senior primary and junior secondary levels in 2015-16?

Asked by: Hon WONG Yuk-man (Member Question No. 82)

Reply:

Basic Law education has been incorporated in different curricula at primary and secondary levels. It is supported by the learning and teaching resource packages and assessment bank developed and distributed in stages for school use at senior primary and junior secondary levels from January 2012 to January 2013. Expenditure for the related curriculum work and support measures, which includes research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of the Education Bureau as an integral part of day-to-day curriculum development work. Other than expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. Additional and updated learning and teaching resources to enhance school's implementation of Basic Law education will be developed in 2015-16 and the estimated expenditure for secondary schools and primary schools is \$2.39 million and \$1.26 million respectively.

- End -

**CONTROLLING OFFICER'S REPLY****EDB542****(Question Serial No. 4298)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

How will the EDB step up its supervision of kindergartens under the Pre-primary Education Voucher Scheme to prevent messy financial management and soaring miscellaneous fees?

Asked by: Hon WONG Yuk-man (Member Question No. 83)

Reply:

Kindergartens (KGs) may conduct trading operation at school for the sale of school items and provision of other paid services to students. To safeguard the interests of parents and students, KGs are required to comply with the rules and regulations set out by the Education Bureau (EDB). Specifically, KGs are not allowed to generate any profit from the sale of textbooks, and the profit in the sale of other school items and provision of paid services, which should be on a voluntary basis, is limited to a maximum of 15% of the cost. In any case, for non-profit-making KGs, including all KGs joining the Pre-primary Education Voucher Scheme (PEVS), such profits should be ploughed back to KGs for use for education purpose. To ensure transparency, KGs are required to disclose relevant information to parents through various effective means (e.g. leaflet, school website). KGs joining PEVS are also required to provide the reference price of major school items in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres which is issued by EDB annually for parents' information.

To ensure PEVS KGs' compliance with the requirements in conducting trading operation, EDB has instituted a number of measures. They include (i) issuing circular and guidelines to define clearly what constitute trading operations so that KGs would be able to classify their income from trading operations and report it properly in their audited accounts; (ii) reminding KGs to observe the list of items covered by school fees, and not to charge parents separately for such items on top of the school fees; (iii) requesting KGs to report in a separate "statement of profit/loss from trading activities", showing the income, expenses and profit margins of individual trading activities so that excessive profits (i.e. any profit for textbooks and/or profit exceeding 15% for school items other than textbooks) can readily be identified for follow up; and (iv) requiring KGs to rectify irregularities, if any, identified in their audited accounts regarding trading operation to the satisfaction of EDB before their applications for joining the PEVS are processed. To help KGs improve their financial management, briefings have been arranged annually to enhance their understanding and knowledge as well as share good practices in this regard.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB543**

**(Question Serial No. 4299)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (5 ) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education  
Question:

What is the Education Bureau's estimated expenditure for providing exchange opportunities to the Mainland for primary and secondary schools this year? What is the targeted number of institutes that will be provided with the opportunities by the Bureau this year?

Asked by: Hon WONG Yuk-man (Member Question No. 84)

Reply:

The estimated expenditure for the Mainland exchange programmes (MEPs) for secondary and primary students for 2015-16 is \$83.7 million. MEPs include those commissioned by the Education Bureau (EDB) and those organised by schools under EDB's subvention schemes. Schools' participation in EDB's MEPs and application for subsidies to organise their own MEPs is entirely voluntary. We do not have any pre-determined target for school participation.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB544**

**(Question Serial No. 4300)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)  
Director of Bureau: Secretary for Education

Question:

What is the Bureau's estimated expenditure for this year in promoting professional interflow between sister schools in Hong Kong and the Mainland?

Asked by: Hon WONG Yuk-man (Member Question No. 85)

Reply:

Subject to the approval of the Finance Committee, the Education Bureau plans to provide an annual grant of \$120,000 through a 3-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector and Direct Subsidy Scheme school having formed sister school(s) with the Mainland to support the multi-facet development of sister school activities. We will provide professional support to schools through pairing up of sister schools, organizing sharing sessions, collecting and disseminating good practices, etc. The expenditure for providing financial and professional support to sister schools in Hong Kong and to progressively increase the number of sister schools to about 600 under the 3-year pilot scheme is estimated to be about \$200 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB545****(Question Serial No. 3779)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question:

As the number of Primary 1 (P1) students exceeded the number of school places available, primary schools in Kwun Tong District had to meet the demand by having more students allocated to their schools last year. In this connection, what are the estimated numbers of P1 school places and students in each of the 18 districts in Hong Kong in the coming year? Are there any districts which have to increase the school places by having more students allocated? If yes, what is the detailed information?

Asked by: Hon WU Chi-wai (Member Question No. 54)

Reply:

The Primary One Admission (POA) System is divided into two stages, namely the Discretionary Places Admission stage and the Central Allocation stage. At the Discretionary Places Admission stage, parents may apply to any public sector primary schools. Each public sector primary school is required to assign 50% of its Primary One (P1) places based on the number of provisional P1 classes, which is derived from the number of outgoing Primary Six classes or the number of classrooms divided by six (whichever is the greater and subject to the availability of classrooms), as Discretionary Places Quota. Likewise, the Provisional Number of Places for Central Allocation is primarily based on the provisional number of P1 classes and may include the remaining discretionary places quota (if any) and additional places arising from use of other classrooms (if any) under individual schools' school-based development, etc. School places are allocated based primarily on parents' prioritised choices.

Under the POA System, the whole territory is divided into 36 school nets in which public sector primary schools are located. To cope with the year-on-year changes in the demand and supply of school places at the Central Allocation stage, it is the established practice to borrow school places from neighbouring school nets/districts to meet the shortfall of a school net. The places so borrowed are counted towards the Provisional Number of Places for Central Allocation of the school net concerned.

Every eligible applicant will be allocated a public sector P1 place under the POA System. Due to various factors (including the number of newly arrived children from the Mainland, parental choices, etc.), there are uncertainties about the actual demand for P1 places and the situation in different districts or school nets in each allocation cycle may vary. The eventual number of places for Central Allocation is subject to adjustment based on the actual demand for school places from January (school choice making) to May (computer-processing for Central Allocation) every year. It is therefore not the practice of the Education Bureau to provide the breakdown of the number of P1 places and number of applicants in the POA by school nets during the POA cycle.

To meet the projected transient increasing demand for P1 places in the run up to the peak in 2018 due to

babies born to Mainland women in Hong Kong whose spouses are not Hong Kong permanent residents (including cross-boundary students), it is estimated, with reference to the latest available information, that the number of students allocated to each P1 class in schools implementing small class teaching in school net 73 (Yuen Long West), school net 74 (Yuen Long East) and school net 84 (Tai Po) would need to be increased to 30 in POA 2015 for admission in the 2015/16 school year.

- End -

**CONTROLLING OFFICER'S REPLY****EDB546****(Question Serial No. 3780)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

At present, a number of public housing estates have premises designated for use as kindergartens. However, the Education Bureau often commences the tender procedures after a considerable time following the occupation of the housing estates and the procedures often take nearly a year to complete.

1. What are the staffing establishment of the Education Bureau and expenditure involved in the tender exercise for kindergarten premises?
2. How many newly-built public housing estates have designated premises for use as kindergartens in the past 5 years? Among these premises, how many were successfully tendered and how many were not? Please provide a list of the housing estates concerned.
3. Of the above kindergartens, what is the time gap between the date the public housing estate concerned obtained the occupation permit and (a) commencement of the tender exercise, (b) completion of the tender procedures, and (c) recruitment of students by the successful kindergarten? Please provide the information in respect of individual kindergartens.
4. For public housing estates currently under construction, are there any premises designated for use as kindergartens? If yes, what are the details including a list of the housing estates concerned, anticipated date of occupation of the housing estates, date of tender invitation for kindergarten premises? Has the Education Bureau devised any measures to shorten the tender procedures for kindergarten premises, such as whether it will commence the tender procedures or other preparatory work before the housing estate concerned obtains the occupation permit?

Asked by: Hon WU Chi-wai (Member Question No. 55)

Reply:

- (1) Under the prevailing housing policy, the Hong Kong Housing Authority ("HKHA") rent out school premises within public housing estates to operators nominated by the Education Bureau ("EDB") at concessionary rent. On receipt of information from HKHA on newly-built estate kindergarten ("KG") premises under HKHA, EDB will follow the established mechanism and assess whether there is a need to invite eligible operators to apply for the estate KG premises for operating non-profit-making KG, based on the supply and demand of KG places in the vicinities of the concerned estate KG premises as well as other related factors. Based on the assessment results, EDB will then make a recommendation to HKHA on whether the concerned School Allocation Exercise ("SAE") should be conducted for allocation of the KG premises. Generally speaking, if it is decided that the relevant estate KG premises should be allocated, EDB will allocate the estate KG premises to eligible operators for operating non-profit-making KG on an open, competitive basis through the SAE. All applications

will be considered by the School Allocation Committee comprising both official and non-official members. Quality of education is the prime consideration. A basket of factors including the quality of the school proposals and track records of the applicant bodies will also be considered.

The Secretariat of the School Allocation Committee in EDB is tasked to manage school allocation matters. The Secretariat comprises one Senior Executive Officer and one Executive Officer I. The Secretariat is part of the establishment of EDB and the handling of KG-related SAE matters is only one of the Secretariat's duties. The related expenditure of the Secretariat has been subsumed under the overall expenditure of EDB.

- (2) In the past five years (i.e. from the 2010-11 financial year to the 2014-15 financial year), there were five newly-built/ redeveloped public housing estates. They are Choi Tak Estate, Yau Lai Estate, Shek Kip Mei Estate, Kai Ching Estate and Tak Long Estate. There is one estate KG premises in each of these five public housing estates. EDB had nominated five operators in total to HKHA for running all these five estate KG premises.
- (3) For the five estate KG premises mentioned in (2), information on the dates of completion of the estate KG premises, obtaining occupation permits, launching the SAE, nominating KG operators to HKHA, announcement of the SAE results and student recruitment is as follows –

	Location of KG	Date of Completion	Date of Obtaining Occupation Permits	Date of Launching SAE	Date of Announcement of SAE Results	Date of Executing Tenancy Agreements between HKHA and the nominated KG operator	Date of Student Recruitment by the KG
1.	Choi Tak Estate	July 2010	July 2010	April 2012*	January 2013	May 2013	Late August 2013
2.	Yau Lai Estate	July 2011	September 2011	April 2012*	January 2013	June 2013	Late August 2013
3.	Shek Kip Mei Estate	February 2012	April 2012	April 2012*	January 2013	October 2013	Not Applicable**
4.	Kai Ching Estate	July 2013	July 2013	December 2013	August 2014	September 2014	Late February 2015
5.	Tak Long Estate	December 2013	December 2013	December 2013	August 2014	November 2014	Late February 2015

\* Date on which the expression of interest for allocation of KG premises was invited.

\*\* The nominated KG operator had relocated an existing KG to this estate KG premises.

- (4) Information on estate KG premises in public housing estates under construction / planning in different districts and their tentative completion dates provided by HKHA is as follows –

District	Name of Projects	Tentative Completion Date (in financial year)
Yuen Long	Hung Shui Kiu Area 13 (Phase 3)	2014-2015
Kwun Tong	Anderson Road Site D	2015-2016
Kwun Tong	Anderson Road Site E (Phase 2)	2015-2016
Kwun Tong	Lower Ngau Tau Kok (Phase 2)	2015-2016
Sha Tin	Sha Tin Area 52 (Phase 2)	2015-2016
Sha Tin	Sha Tin Area 52 (Phase 3)	2015-2016
Islands	Tung Chung Area 56	2016-2017
Tuen Mun	Tuen Mun Area 54 Site 2 (Phase 1)	2016-2017
Islands	Tung Chung Area 39	2017-2018
Kwun Tong	Anderson Road Site B (Phase 2)	2017-2018
Sham Shui Po	Redevelopment of So Uk Estate (Phase 2)	2017-2018
Sham Shui Po	Cheung Sha Wan Wholesale Food Market Site 5	Phase 1 – 2017-18 Phase 2 – 2018-19
North	Choi Yuen Road Sites 3 & 4	2018-2019
Sha Tin	Fo Tan Sha Tin Area 16 & 58D	2018-2019
Sha Tin	Shek Mun Estate (Phase 2)	2018-2019
Sham Shui Po	Lai Chi Kok Road – Tonkin Street (Phase 2)	2018-2019
Sham Shui Po	North West Kowloon Reclamation Site 6 (Phase 1)	2019-2020
Sham Shui Po	Pak Tin Estate (Phase 11)	2019-2020
North	Queen's Hill	2020-21 or beyond

According to the established mechanism, HKHA will provide EDB with information on estate KG premises about six months before the completion of public housing estates. EDB will then assess whether an SAE for allocation of KG premises will be conducted having regard to the result of the latest demand and supply analysis of KG places in the vicinities of the KG premises concerned as well as other related factors. We will keep HKHA informed of whether to conduct an SAE for allocation of the KG premises. In determining the timing for launching an SAE for estate KG premises, EDB needs to take into account the latest completion dates of the housing estates as well as the latest demand and supply situations of KG places.

- End -

**CONTROLLING OFFICER'S REPLY****EDB547****(Question Serial No. 6429)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

- a) What is the number of successful applications for subsidy under the Student Travel Subsidy Scheme approved by the Working Family and Student Financial Assistance Agency in 2014/15 and the amount of subsidy involved?
- b) In 2015/16, will the Agency make available additional resources to study the possibility of relaxing the eligibility criteria and increasing the amount of subsidy of the Scheme? If yes, what are the details and the estimated expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 77)Reply:

- a) In the 2014/15 school year, the number of successful applications and the amount of subsidy disbursed under the Student Travel Subsidy Scheme (STSS) are set out below –

	Number of successful applications	Amount of subsidy disbursed
2014/15 (up to 31 January 2015)	183 523	\$384 million

- b) The Government is committed to ensuring that no students will be denied access to education because of the lack of means. The Government has been reviewing the student financial assistance schemes, including the STSS, from time to time to enhance financial support for needy students.

The STSS is a means-tested financial assistance scheme which aims to provide cash subsidy to needy students pursuing full-time studies from primary to post-secondary levels up to the first degree for the purpose of meeting their expenses incurred on home-school travels. The means-test mechanism currently applicable to various student financial assistance schemes assesses the applicants' eligibility for financial assistance on the basis of their gross annual household income and household size. The rates of the STSS are determined having regard to the students' travel patterns and the average fares on public transport incurred by students for home-school travels. The rates are adjusted annually before the start of the new school year on the basis of the latest changes in public transport fares.

To enhance financial support for needy students, we relaxed the income ceiling for the full level of student financial assistance under the means-test mechanism in the 2011/12 school year. Following the relaxation, the percentage of students eligible for the full rate of travel subsidy as against the total number of STSS beneficiaries increased from around 31% in the 2010/11 school year to 59% in the 2013/14 school year. Over the same period, the amount of subsidy disbursed under the STSS also increased from around \$352 million to \$487 million.

In the 2015/16 school year, the Government will incorporate the Community Care Fund assistance programme which provided an enhanced travel subsidy for needy primary and secondary students of special schools into the Government's regular assistance programme. This measure, involving the provision of an extra 50% of student travel subsidy to the eligible needy primary and secondary students of special schools, is estimated to incur additional expenditure of around \$1.7 million in the 2015/16 school year. We consider that the existing financial assistance and scope of beneficiaries under the STSS are appropriate to relieve the financial burden of needy students.

- End -



**CONTROLLING OFFICER'S REPLY****EDB548****(Question Serial No. 6430)**

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (102) Non-means-tested loan scheme

(202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency

(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

In the 2015/16 academic year, will the Working Family and Student Financial Assistance Agency make available additional resources to study if change can be made to the non-means-tested loan schemes so that interest is only charged after the student loan borrower has graduated from his study? If yes, what are the details and the estimated expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 78)

Reply:

The non-means-tested loan schemes aim at providing financial assistance for post-secondary students who cannot pass the means test or do not want to go through any means test. They are different from the means-tested loan schemes which target students from low-income families who lack the means to pursue post-secondary studies. To ensure the proper use of public funds, the non-means-tested-loan schemes operate on a no-gain-no-loss and full-cost recovery basis. Interest is accrued upon loan drawdown and throughout the study period until the loan is repaid in full.

The Government has implemented a package of improvement measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses since the 2012/13 academic year. The risk-adjusted-factor rate has been reduced from 1.5% to 0% per annum (subject to review three years after implementation) and the current interest rate for non-means-tested loan is 1.395% per annum. In addition, the standard loan repayment period has been extended from ten years to 15 years. Moreover, under the relaxed deferment arrangement, loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, further full-time studies or serious illness and have been granted approval for deferment of loan repayment are allowed an extension of the loan repayment period without interest during the approved deferment period, subject to a maximum of two years. Together with the standard repayment period of 15 years, the entire repayment period can be up to 17 years.

If interest is waived during the study period, it would mean students who cannot pass the means test or do not want to go through any means test could take out loans at zero cost from the Government during the study period. This would induce some students to take out the interest-free loans, potentially leading to unnecessary and/or excessive borrowing, and increasing the borrowers' repayment burden in the future.

Taking the above into account, the Government considers that the present arrangement for charging interest on non-means-tested loans during the study period is appropriate.

- End -

**CONTROLLING OFFICER'S REPLY****EDB549****(Question Serial No. 4106)**

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

Subhead (No. & title): (228) Student financial assistance  
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students  
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide in the table below information on the following student financial assistance schemes in the past five years (2010/11 to 2014/15):

	No. of applications	No. of applications approved	No. of students offered grants	No. of students receiving full grant	Average grant level	No. of students offered loans	Average loan amount	Total government expenditure involved
TSFS								
FASP								
NLSFT								
NLSPS								
ENLS								

TSFS - Tertiary Student Finance Scheme - Publicly-funded programmes

FASP - Financial Assistance Scheme for Post-secondary Students

NLSFT - Non-means-tested Loan Scheme for Full-time Tertiary Students

NLSPS - Non-means-tested Loan Scheme for Post-secondary Students

ENLS - Extended Non-means-tested Loan Scheme

- (b) Please provide the number of student loan borrowers by institution and programme (publicly-funded degree, sub-degree and self-financing degree), amount of loan disbursed (highest, lowest, average and median), length of repayment period, as well as the district of residence, type of housing (public/Home Ownership Scheme/private), sex and age profile of students under the TSFS, FASP, NLSFT, NLSPS and ENLS respectively in the past five years (2010/11 to 2014/15).
- (c) Please provide the number of students offered financial assistance and the number of students receiving full grant by institution, department and year of study under the TSFS and FASP respectively in the past five years (2010/11 to 2014/15).
- (d) Please provide the number of students receiving loans by institution, department and year of study under the NLSFT, NLSPS and ENLS respectively in the past five years (2010/11 to 2014/15), and the average loan amount under these schemes.
- (e) Please provide the average loan amount, median loan amount, average monthly repayment amount, median monthly repayment amount and default rate amongst tertiary students who obtained loans from the Working Family and Student Financial Assistance Agency in the past five years (2010/11 to 2014/15).

Asked by: Hon IP Kin-yuen (Member Question No. 67)

Reply:

- (a) The information on student financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years is as follows –

	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>TSFS</b>					
Number of applications	31 185	29 210	33 923	32 147	30 964
Number of applications approved	28 003	26 330	30 184	28 701	24 266
Number of students receiving grant	27 901	26 241	30 091	28 628	24 600^
Number of students receiving full grant	10 147	16 149	17 942	17 023	15 449^
Average grant disbursed (\$)	29,752	35,479	36,923	36,501	38,777
Number of students receiving loans	10 114	8 834	9 648	8 704	6 438
Average loan disbursed (\$)	25,594	28,657	29,535	29,997	31,626
Total amount of assistance disbursed (\$ million)	1,088.98	1,184.17	1,396.01	1,306.03	1,142.61

	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>FASP</b>					
Number of applications	28 133	27 760	33 934	31 402	27 069
Number of applications approved	22 515	22 878	28 383	26 657	19 619
Number of students receiving grant	22 467	22 844	28 353	26 631	20 081^
Number of students receiving full grant	9 089	14 424	17 200	16 227	12 965^
Average grant disbursed (\$)	35,287	41,684	43,232	44,576	42,572
Number of students receiving loans	9 833	9 428	8 685	7 366	4 556
Average loan disbursed (\$)	26,177	29,300	30,699	31,366	28,387
Total amount of assistance disbursed (\$ million)	1,050.18	1,228.47	1,492.37	1,418.15	964.12
<b>NLSFT</b>					
Number of applications	6 681	6 092	9 851	10 493	12 299
Number of applications approved	6 635	6 052	9 751	10 422	11 427
Number of students receiving loans	6 014	5 357	8 508	9 383	9 306
Average loan disbursed (\$)	35,673	36,896	38,099	37,892	38,823
Total amount of loan disbursed (\$ million)	214.54	197.65	324.15	355.54	361.29
<b>NLSPS<sup>#</sup></b>					
Number of applications	14 834	14 622	20 045	19 646	18 836
Number of applications approved	14 489	14 224	19 507	19 216	18 301
Number of students receiving loans	9 025	8 393	11 572	12 140	11 255
Average loan disbursed (\$)	60,228	66,071	50,973	53,587	49,711
Total amount of loan disbursed (\$ million)	543.56	554.53	589.86	650.55	559.50
<b>ENLS</b>					
Number of applications	12 628	8 133	8 481	7 863	5 873
Number of applications approved	12 628	8 133	8 481	7 863	5 445
Number of students receiving loans	11 403	7 529	7 687	7 211	5 170
Average loan disbursed (\$)	41,535	45,319	47,091	49,936	43,251
Total amount of loan disbursed (\$ million)	473.62	341.21	361.99	360.09	223.61

\* As at 31 January 2015

^ Figures represent the numbers of students offered with grant/full grant.

# In the 2010/11 and 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

- (b) The information on the number of student loan borrowers in different institutions, the number of student loan borrowers by level of study, and the lowest, average, median and highest amounts of loan disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS is as follows –
- (i) The numbers of student loan borrowers in different institutions under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years –

#### TSFS

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) City University of Hong Kong	1 480	1 330	1 377	1 212	870
(B) Hong Kong Baptist University	780	674	710	646	507
(C) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Cuisine Training Institute and International Culinary Institute of the Vocational Training Council	1 480	1 130	1 100	1 150	725
(D) Hong Kong University of Science and Technology	735	642	765	673	516
(E) Lingnan University	447	438	429	360	281
(F) The Chinese University of Hong Kong	1 360	1 157	1 468	1 348	1 102
(G) The Hong Kong Academy for Performing Arts	66	70	52	59	45
(H) The Hong Kong Institute of Education	632	666	773	646	442
(I) The Hong Kong Polytechnic University	2 016	1 751	1 905	1 623	1 230
(J) The Prince Philip Dental Hospital	3	2	2	1	0
(K) The University of Hong Kong	1 115	974	1 067	986	720
<b>Total</b>	<b>10 114</b>	<b>8 834</b>	<b>9 648</b>	<b>8 704</b>	<b>6 438</b>

\* As at 31 January 2015

#### FASP

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 278	1 090	872	899	478
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	553	576	562	486	268
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 638	1 345	1 006	853	538

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(D) Hong Kong University of Science and Technology	0	0	0	1	0
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education	327	380	426	301	66
(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	567	523	437	223	137
(G) The Hong Kong Institute of Education	100	158	197	200	106
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 528	1 607	1 370	1 045	696
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	1 099	996	1 112	804	381
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	941	1 014	898	833	605
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers/ Caritas Institute of Community Education	246	153	155	123	66
(L) Hong Kong Institute of Technology	24	28	24	35	27
(M) Hang Seng Management College/ Hang Seng School of Commerce	130	184	308	325	264
(N) Tung Wah College	0	50	176	237	201
(O) Hong Kong College of Technology/ HKCT Institute of Higher Education	117	105	83	67	32
(P) Hong Kong Shue Yan University	836	811	648	562	408
(Q) Chu Hai College of Higher Education	275	256	241	206	161
(R) Hong Kong Art School	7	2	11	12	6
(S) Yew Chung Community College	1	1	5	4	1
(T) The Hospital Authority	153	140	118	100	74
(U) Savannah College of Arts and Design, Inc.	0	1	3	3	3
(V) Centennial College	0	0	23	30	21
(W) YMCA College of Careers	0	0	4	2	0
(X) Hong Kong Nang Yan College of Higher Education (formerly known as Hong Kong Buddhist College)	0	0	0	1	3
(Y) St. Teresa's Hospital School of Nursing	0	0	0	10	11
(Z) School of Nursing, Hong Kong Baptist Hospital	0	0	0	0	2

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(AA) School of Nursing, Union Hospital	0	0	0	0	1
(AB) Sacred Heart Canossian College of Commerce	0	2	5	3	0
(AC) Kaplan Business and Accountancy School	0	0	1	1	0
(AD) Hong Kong Central College	13	6	0	0	0
<b>Total</b>	<b>9 833</b>	<b>9 428</b>	<b>8 685</b>	<b>7 366</b>	<b>4 556</b>

\* As at 31 January 2015

#### NLSFT

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) City University of Hong Kong	857	796	1 236	1 374	1 427
(B) Hong Kong Baptist University	506	467	730	771	787
(C) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Cuisine Training Institute and International Culinary Institute of the Vocational Training Council	968	763	1 102	1 341	1 189
(D) Hong Kong University of Science and Technology	450	398	697	797	774
(E) Lingnan University	258	216	341	367	360
(F) The Chinese University of Hong Kong	774	682	1 246	1 364	1 446
(G) The Hong Kong Academy for Performing Arts	84	87	105	113	106
(H) The Hong Kong Institute of Education	350	344	522	580	493
(I) The Hong Kong Polytechnic University	965	881	1 389	1 501	1 491
(J) The Prince Philip Dental Hospital	3	7	7	3	3
(K) The University of Hong Kong	799	716	1 133	1 172	1 230
<b>Total</b>	<b>6 014</b>	<b>5 357</b>	<b>8 508</b>	<b>9 383</b>	<b>9 306</b>

\* As at 31 January 2015

#### NLSPS

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 012	880	1 167	1 470	1 218
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	646	618	844	873	818
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 412	1 188	1 311	1 383	1 435



Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(D) Hong Kong University of Science and Technology	3	2	1	1	3
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education	392	431	672	555	205
(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	648	604	610	415	362
(G) The Hong Kong Institute of Education	129	200	303	363	283
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 371	1 347	1 675	1 711	1 551
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	1 124	903	1 562	1 412	1 116
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	896	779	910	1 053	1 245
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers/ Caritas Institute of Community Education	220	171	173	173	156
(L) Hong Kong Institute of Technology	33	35	30	31	46
(M) Hang Seng Management College/ Hang Seng School of Commerce	143	209	621	700	815
(N) Tung Wah College	0	83	388	545	560
(O) Hong Kong College of Technology/ HKCT Institute of Higher Education	170	118	125	149	94
(P) Hong Kong Shue Yan University	553	524	597	626	710
(Q) Chu Hai College of Higher Education	165	178	333	343	323
(R) Hong Kong Art School	15	9	31	40	14
(S) Yew Chung Community College	0	1	9	15	14
(T) The Hospital Authority	91	74	83	100	108
(U) Savannah College of Arts and Design, Inc.	0	22	47	67	50

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
(V) Centennial College	0	0	45	72	89
(W) YMCA College of Careers	0	0	8	13	5
(X) Hong Kong Nang Yan College of Higher Education (formerly known as Hong Kong Buddhist College)	0	0	0	4	6
(Y) St. Teresa's Hospital School of Nursing	0	0	0	14	21
(Z) School of Nursing, Hong Kong Baptist Hospital	0	0	0	0	1
(AA) School of Nursing, Union Hospital	0	0	0	0	7
(AB) Sacred Heart Canossian College of Commerce	0	14	24	7	0
(AC) Kaplan Business and Accountancy School	0	0	3	5	0
(AD) Hong Kong Central College	2	3	0	0	0
<b>Total</b>	<b>9 025</b>	<b>8 393</b>	<b>11 572</b>	<b>12 140</b>	<b>11 255</b>

\* As at 31 January 2015

## ENLS @

The Government completed a review of the Non-means-tested Loan Schemes (NLS) in 2012 and implemented a package of measures to improve the operation of the schemes, including revision of the course eligibility criteria of the ENLS. From the 2012/13 academic year, the number of categories of eligible courses under the ENLS has been revised from nine to five categories.

The number of students receiving loans in respect of each of the nine categories of eligible courses/course providers under the ENLS in the 2010/11 and 2011/12 academic years are as follows –

Category of Eligible Courses	Academic Year	
	2010/11	2011/12
Category 1 – Courses offered by the Open University of Hong Kong	377	338
Category 2 – Courses offered by the Hong Kong Shue Yan University	8	4
Category 3 – Part-time publicly-funded programmes or self-financing, local award-bearing programmes (i.e. programmes of study leading to the award of local academic qualifications) or training or development courses at the post-secondary level offered by publicly-funded institutions (including their Schools of Professional and Continuing Education)	2 329	2 347
Category 4 – Project Yi Jin	3 329	785
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	3 201	2 868
Category 6 – Post-secondary courses, adult education courses, continuing and professional education courses offered by schools registered under section 13(a) or exempted from registration under section 9(1) of the Education Ordinance (Chapter 279)	1 704	841

Category of Eligible Courses	Academic Year	
	2010/11	2011/12
Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)	52	82
Category 8 – Training or development courses provided or funded by statutory bodies	116	77
Category 9 – Continuing and professional education courses offered by other institutions approved by the then Controller, Student Financial Assistance Agency	327	238
<b>Total</b>	11 443 <sup>##</sup>	7 580 <sup>##</sup>

The number of students receiving loans in respect of each of the five categories of eligible courses/course providers under the ENLS in the 2012/13 to 2014/15 academic years are as follows –

Category of Eligible Courses	Academic Year		
	2012/13	2013/14	2014/15*
Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status <sup>++</sup>	3 887	3 644	2 462
Category 2 – Courses under Yi Jin Diploma	1 110	925	825
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4	1
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5	2
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	2 707	1 883
<b>Total</b>	<b>7 713 <sup>##</sup></b>	<b>7 285 <sup>##</sup></b>	<b>5 173 <sup>##</sup></b>

\* As at 31 January 2015

@ The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain a statistical breakdown on institution basis. The information on the number of students receiving loans in respect of each category of eligible courses/course providers under the ENLS is provided.

<sup>++</sup> Including figures on students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under the ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under the ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

<sup>##</sup> Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loans by category is larger than the figure in (a) above.

(ii) The numbers of student loan borrowers by study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2010/11 to 2014/15 academic years are as follows –

**TSFS**

Level of Study	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
Degree or above	7 896	7 091	8 013	7 142	5 471
Sub-degree	2 218	1 743	1 635	1 562	967
<b>Total</b>	10 114	8 834	9 648	8 704	6 438

\* As at 31 January 2015

**FASP**

Level of Study	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
Degree / Top-up degree	2 793	2 970	3 169	3 293	2 600
Sub-degree	7 040	6 458	5 516	4 073	1 956
<b>Total</b>	9 833	9 428	8 685	7 366	4 556

\* As at 31 January 2015

**NLSFT**

Level of Study	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
Degree or above	4 735	4 274	7 007	7 663	7 831
Sub-degree	1 279	1 083	1 501	1 720	1 475
<b>Total</b>	6 014	5 357	8 508	9 383	9 306

\* As at 31 January 2015

**NLSPS**

Level of Study	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
Degree / Top-up degree	2 397	2 434	4 152	5 284	6 358
Sub-degree	6 628	5 959	7 420	6 856	4 897
<b>Total</b>	9 025	8 393	11 572	12 140	11 255

\* As at 31 January 2015

The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain information on the study levels of the programmes under the ENLS.

- (iii) The lowest, average, median and highest loan amounts disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years are as follows –

Loan disbursed (\$)	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(A) TSFS (loans are to cover living expenses)</b>					
Lowest	740	1,890	1,180	2,040	3,180
Average	25,594	28,657	29,535	29,997	31,626
Median	30,000	37,000	39,000	40,000	40,000
Highest **	55,870	56,940	59,470	61,440	63,780

Loan disbursed (\$)	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(B) FASP</b> (loans are to cover living expenses)					
Lowest	745	1,000	1,189	2,000	1,913
Average	26,177	29,300	30,699	31,366	28,387
Median	30,917	37,960	39,650	40,960	21,260
Highest **	60,610	62,250	65,740	68,110	71,580
<b>(C) NLSFT</b> (loans are to cover tuition fees)					
Lowest	2,610	4,000	3,630	3,900	1,035
Average	35,673	36,896	38,099	37,892	38,823
Median	42,100	42,100	42,100	42,100	42,100
Highest	42,100	42,100	42,100	43,940	51,310
<b>(D) NLSPS</b> (loans were to cover tuition fees, academic expenses and living expenses in the 2010/11 and 2011/12 academic years and are to cover tuition fees only starting from the 2012/13 academic year)					
Lowest	1,120	1,370	1,460	1,190	510
Average	60,228	66,071	50,973	53,587	49,711
Median	60,000	67,935	49,500	50,400	50,000
Highest	143,710	278,960	247,731	341,064	261,911
<b>(E) ENLS</b> (loans are to cover tuition fees)					
Lowest	2,700	2,320	2,100	3,000	1,500
Average	41,535	45,319	47,091	49,936	43,251
Median	29,500	29,500	36,250	38,800	40,800
Highest	790,000	520,000	300,000	312,300	325,700

\* As at 31 January 2015

\*\* Under the TSFS and FASP, some applicants, e.g. disabled applicants, might be offered loans at an amount higher than the maximum loan amount of an academic year on a discretionary basis.

Prior to the implementation of the measure to extend the standard repayment period to 15 years commencing from the 2012/13 academic year, student loan borrowers under the TSFS and FASP were required to repay their loans by 20 quarterly instalments in five years while those under the NLSFT, NLSFS and ENLS were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the student loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

We do not have information on the distribution of student loan borrowers by district of residence, type of housing, sex and age profile.

- (c) The number of students receiving grant and the number of students receiving full grant under the TSFS and FASP in different institutions in the 2010/11 to 2014/15 academic years are set out below. We do not have readily available information on the breakdown of the beneficiaries by department and year of study.

**TSFS**

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(A) City University of Hong Kong</b>					
Number of students receiving grant	3 388	3 361	3 890	3 529	3 039
Number of students receiving full grant	1 167	2 026	2 290	2 056	1 886
<b>(B) Hong Kong Baptist University</b>					
Number of students receiving grant	1 654	1 597	1 991	1 887	1 780
Number of students receiving full grant	588	990	1 205	1 133	1 094
<b>(C) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Cuisine Training Institute and International Culinary Institute of the Vocational Training Council</b>					
Number of students receiving grant	8 608	7 529	7 402	7 453	5 628
Number of students receiving full grant	3 393	4 834	4 553	4 604	3 826
<b>(D) Hong Kong University of Science and Technology</b>					
Number of students receiving grant	1 642	1 581	2 030	1 814	1 611
Number of students receiving full grant	601	942	1 141	1 013	964
<b>(E) Lingnan University</b>					
Number of students receiving grant	922	895	1 035	936	851
Number of students receiving full grant	326	552	660	590	537
<b>(F) The Chinese University of Hong Kong</b>					
Number of students receiving grant	3 216	3 022	3 948	3 779	3 527
Number of students receiving full grant	1 140	1 816	2 270	2 193	2 056
<b>(G) The Hong Kong Academy for Performing Arts</b>					
Number of students receiving grant	144	143	125	147	126
Number of students receiving full grant	51	84	65	86	82

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(H) The Hong Kong Institute of Education</b>					
Number of students receiving grant	1 288	1 433	1 808	1 688	1 420
Number of students receiving full grant	492	908	1 073	998	904
<b>(I) The Hong Kong Polytechnic University</b>					
Number of students receiving grant	4 798	4 567	5 354	5 042	4 468
Number of students receiving full grant	1 611	2 717	3 201	2 973	2 772
<b>(J) The Prince Philip Dental Hospital</b>					
Number of students receiving grant	17	14	9	8	8
Number of students receiving full grant	7	5	5	5	4
<b>(K) The University of Hong Kong</b>					
Number of students receiving grant	2 224	2 099	2 499	2 345	2 142
Number of students receiving full grant	771	1 275	1 479	1 372	1 324
<b>Total</b>					
Number of students receiving grant	27 901	26 241	30 091	28 628	24 600
Number of students receiving full grant	10 147	16 149	17 942	17 023	15 449

\* As at 31 January 2015. Figures represent the number of students offered with grant/full grant.

#### FASP

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education</b>					
Number of students receiving grant	2 652	2 483	2 769	2 930	2 154
Number of students receiving full grant	1 079	1 549	1 706	1 822	1 416

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education</b>					
Number of students receiving grant	1 106	1 239	1 739	1 562	1 132
Number of students receiving full grant	479	831	1 089	981	733
<b>(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong</b>					
Number of students receiving grant	5 079	4 659	4 546	4 075	3 088
Number of students receiving full grant	2 069	3 034	2 823	2 527	2 073
<b>(D) Hong Kong University of Science and Technology</b>					
Number of students receiving grant	1	1	1	7	1
Number of students receiving full grant	0	1	1	5	0
<b>(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education</b>					
Number of students receiving grant	774	944	1 874	1 611	338
Number of students receiving full grant	343	662	1 228	1 059	224
<b>(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies</b>					
Number of students receiving grant	1 425	1 349	1 434	1 037	777
Number of students receiving full grant	604	867	915	636	501
<b>(G) The Hong Kong Institute of Education</b>					
Number of students receiving grant	200	332	484	513	378
Number of students receiving full grant	89	225	304	308	249
<b>(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development</b>					
Number of students receiving grant	3 268	3 735	4 223	3 836	3 174
Number of students receiving full grant	1 205	2 153	2 314	2 150	2 011



Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education</b>					
Number of students receiving grant	2 481	2 446	4 182	3 620	2 124
Number of students receiving full grant	1 098	1 585	2 538	2 240	1 447
<b>(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education</b>					
Number of students receiving grant	1 954	2 099	2 394	2 633	2 642
Number of students receiving full grant	764	1 274	1 459	1 601	1 641
<b>(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers/ Caritas Institute of Community Education</b>					
Number of students receiving grant	490	382	430	383	266
Number of students receiving full grant	224	263	298	251	184
<b>(L) Hong Kong Institute of Technology</b>					
Number of students receiving grant	76	84	116	120	95
Number of students receiving full grant	36	58	82	76	66
<b>(M) Hang Seng Management College/ Hang Seng School of Commerce</b>					
Number of students receiving grant	270	369	864	965	955
Number of students receiving full grant	84	221	506	584	605
<b>(N) Tung Wah College</b>					
Number of students receiving grant	0	89	328	426	421
Number of students receiving full grant	0	57	194	247	279
<b>(O) Hong Kong College of Technology/ HKCT Institute of Higher Education</b>					
Number of students receiving grant	309	275	268	245	143
Number of students receiving full grant	132	180	171	162	98

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(P) Hong Kong Shue Yan University</b>					
Number of students receiving grant	1 602	1 612	1 632	1 639	1 440
Number of students receiving full grant	563	960	907	941	836
<b>(Q) Chu Hai College of Higher Education</b>					
Number of students receiving grant	456	442	634	569	534
Number of students receiving full grant	195	299	389	357	330
<b>(R) Hong Kong Art School</b>					
Number of students receiving grant	13	7	34	44	17
Number of students receiving full grant	5	6	19	24	12
<b>(S) Yew Chung Community College</b>					
Number of students receiving grant	1	1	13	12	11
Number of students receiving full grant	1	1	11	6	10
<b>(T) The Hospital Authority</b>					
Number of students receiving grant	287	269	269	258	236
Number of students receiving full grant	111	185	174	160	151
<b>(U) Savannah College of Arts and Design, Inc.</b>					
Number of students receiving grant	0	1	3	5	5
Number of students receiving full grant	0	1	3	4	4
<b>(V) Centennial College</b>					
Number of students receiving grant	0	0	43	75	81
Number of students receiving full grant	0	0	31	51	57

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(W) YMCA College of Careers</b>					
Number of students receiving grant	0	0	15	14	4
Number of students receiving full grant	0	0	10	10	2
<b>(X) Hong Kong Nang Yan College of Higher Education (formerly known as Hong Kong Buddhist College)</b>					
Number of students receiving grant	0	0	5	6	12
Number of students receiving full grant	0	0	2	3	7
<b>(Y) St. Teresa's Hospital School of Nursing</b>					
Number of students receiving grant	0	0	0	20	31
Number of students receiving full grant	0	0	0	8	18
<b>(Z) School of Nursing, Hong Kong Baptist Hospital</b>					
Number of students receiving grant	0	0	0	0	19
Number of students receiving full grant	0	0	0	0	9
<b>(AA) School of Nursing, Union Hospital</b>					
Number of students receiving grant	0	0	0	0	3
Number of students receiving full grant	0	0	0	0	2
<b>(AB) Sacred Heart Canossian College of Commerce</b>					
Number of students receiving grant	0	15	52	25	0
Number of students receiving full grant	0	6	26	14	0
<b>(AC) Kaplan Business and Accountancy School</b>					
Number of students receiving grant	0	0	1	1	0
Number of students receiving full grant	0	0	0	0	0

Institution	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>(AD) Hong Kong Central College</b>					
Number of students receiving grant	23	11	0	0	0
Number of students receiving full grant	8	6	0	0	0
<b>Total</b>					
Number of students receiving grant	22 467	22 844	28 353	26 631	20 081
Number of students receiving full grant	9 089	14 424	17 200	16 227	12 965

\* As at 31 January 2015. Figures represent number of students offered with grant/full grant.

- (d) The number of students receiving loans in different institutions as well as the average loan amount disbursed under the NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years are provided in (a) and (b) above. We do not maintain a statistical breakdown on the distribution of student loan borrowers by department and year of study.
- (e) The information on the average loan amount and the median loan amount of student loan borrowers who obtained loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years is provided in (b)(iii) above. As regards the information on their average and median monthly repayment amounts, we do not keep track of the students based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times. Based on the loan information of student loan borrowers who commenced loan repayment in the 2010/11 to 2013/14 academic years, the average loan amount, the median loan amount, the average monthly repayment amount and the median monthly repayment amount are as follows –

Loan/ repayment amount (\$)	Academic Year			
	2010/11	2011/12	2012/13	2013/14
<b>TSFS</b>				
Average loan amount ^^	51,087	50,519	55,507	60,139
Median loan amount ^^	40,110	37,250	44,920	50,340
Average monthly repayment amount	909	898	332~	360~
Median monthly repayment amount	713	663	269~	301~
<b>FASP</b>				
Average loan amount ^^	37,239	44,830	52,478	53,449
Median loan amount ^^	35,670	37,065	40,000	39,650
Average monthly repayment amount	662	797	314~	320~
Median monthly repayment amount	634	659	240~	237~
<b>NLSFT</b>				
Average loan amount ^^	68,019	68,053	72,877	73,315
Median loan amount ^^	58,370	61,400	64,100	65,075
Average monthly repayment amount	725	696	466~	470~
Median monthly repayment amount	603	628	410~	417~

Loan/ repayment amount (\$)	Academic Year			
	2010/11	2011/12	2012/13	2013/14
<b>NLSPS#</b>				
Average loan amount ^^	92,085	94,607	103,249	96,805
Median loan amount ^^	80,000	83,227	87,000	84,600
Average monthly repayment amount	1,000	963	661~	621~
Median monthly repayment amount	838	835	557~	542~
<b>ENLS</b>				
Average loan amount ^^	46,868	53,912	58,675	66,883
Median loan amount ^^	29,800	42,000	49,200	57,000
Average monthly repayment amount	474	455	366~	418~
Median monthly repayment amount	302	418	307~	357~

^^ The average loan amount and the median loan amount are calculated based on the total amount of loans disbursed to the student loan borrowers upon their commencement of repayment in a particular academic year. The figures are therefore different from the figures in (a) and (b) above which are calculated based on the amount of loans disbursed in a particular academic year.

~ Based on a 15-year repayment period. For the TSFS and FASP, the interest rate is 1% per annum. For the NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.395% per annum.

# In the 2010/11 and 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2014/15 academic year is not yet available.

We do not maintain information on the default rate<sup>§</sup> of student loan borrowers based on when they obtained loans. The default rate of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2010/11 to 2014/15 academic years is as follows –

Scheme	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15*
<b>TSFS</b>	6.71%	6.70%	6.04%	5.69%	6.41%
<b>FASP</b>	8.58%	8.42%	6.29%	5.59%	6.48%
<b>NLSFT</b>	7.66%	7.36%	7.03%	5.79%	4.97%
<b>NLSPS</b>	12.25%	11.78%	10.48%	8.84%	7.73%
<b>ENLS</b>	15.44%	13.70%	12.52%	10.99%	10.30%
<b>Overall</b>	11.28%	10.64%	9.55%	8.32%	8.03%

\* As at 31 January 2015

§ Student loan borrowers who fail to repay two or more consecutive quarterly instalments / six or more consecutive monthly instalments for one or more loan repayment account(s) are considered as defaulters. These do not include borrowers whose application for deferment of repayment (e.g. due to financial hardship, pursuing further full-time studies or serious illness) has been approved. The default rate is the percentage of the number of default cases in relation to the number of loan repayment accounts as at the end of the academic year concerned, unless otherwise specified.

- End -

**CONTROLLING OFFICER'S REPLY****EDB550****(Question Serial No. 4107)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

1. Please provide, in the table below, information on the titles of all publicly-funded scholarships, the average and median values of award of each scholarship, as well as the numbers of local and non-local students awarded scholarships in the past five years (2010/11 to 2014/15).

Table 1

Title of scholarship	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved

2. Please provide, in the table below, information on non-local students granted publicly-funded scholarships in the past five years (2010/11 to 2014/15), such as nationality/place of origin, average value of award, median value of award and the amount of public expenditure involved.

Table 2a

Title of scholarship	Number of non-local students granted publicly-funded scholarships								
	Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (please specify)

Table 2b

Place of origin of non-local students granted publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of government expenditure involved
Mainland China					
Taiwan					
USA					
UK					
Japan					
South Korea					
France					
Canada					
Others (please specify)					

3. Please provide detailed information on the titles of all publicly-funded university scholarships, as well as the numbers, with percentage, of local students and non-local students granted scholarships by institution, department and year of study in the past five years (2010/11 to 2014/15).

Asked by: Hon. IP Kin-yuen (Member Question No. 68)

Reply:

1. Regarding the publicly-funded scholarships that are administered by the Student Finance Office (SFO) of the Agency in the past five school years from 2010/11 to 2014/15, the information required is set out in Table 1 below –

Table 1

Title of scholarship	School Year	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved (\$ million)
Scholarships for Prospective English Teachers <sup>a</sup>	2010/11	\$50,000	\$52,500	44 (91.7%)	4 (8.3%)	2.52
	2011/12		\$51,429	80 <sup>b</sup> (95.2%)	4 (4.8%)	4.32
	2012/13		\$50,962	151 <sup>b</sup> (96.8%)	5 (3.2%)	7.95
	2013/14		\$50,686	171 <sup>b</sup> (97.7%)	4 (2.3%)	8.87
	2014/15*		\$50,353	168 <sup>b</sup> (98.8%)	2 (1.2%)	8.56

\* As at 31 January 2015

### Remarks

- <sup>a</sup> The scholarship was established in 2010/11 as one of a series of measures to enhance the professionalism of English teachers in Hong Kong. The aim of the scholarship is to attract persons proficient in English to pursue relevant local bachelor degree programmes and / or teacher training programmes which will qualify them to become English teachers on graduation.
- <sup>b</sup> The figure includes renewal awards for students pursuing bachelor degree programmes at Year 2 or above and / or teacher training programmes.

2. Tables 2a and 2b below list the information on non-local students awarded publicly-funded scholarships in the past five school years from 2010/11 to 2014/15 –

Table 2a

Title of scholarship	School Year	Number of non-local students awarded the publicly-funded scholarships								
		Mainland (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (Please specify)
Scholarships for Prospective English Teachers	2010/11	4 (100%)	-	-	-	-	-	-	-	-
	2011/12	4 (100%)	-	-	-	-	-	-	-	-
	2012/13	5 (100%)	-	-	-	-	-	-	-	-
	2013/14	4 (100%)	-	-	-	-	-	-	-	-
	2014/15*	2 (100%)	-	-	-	-	-	-	-	-

\* As at 31 January 2015

Table 2b

Place of origin of non-local students awarded the publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of government expenditure involved
Mainland					
2010/11	4 (100%)	4	\$80,000	\$80,000	\$320,000
2011/12	4 (100%)	4	\$80,000	\$80,000	\$320,000
2012/13	5 (100%)	5	\$80,000	\$80,000	\$400,000
2013/14	4 (100%)	4	\$80,000	\$80,000	\$320,000
2014/15*	2 (100%)	2	\$80,000	\$80,000	\$160,000

\* As at 31 January 2015

3. Details of the awardees for the Scholarships for Prospective English Teachers, which was set up in the 2010/11 school year and has remained the only publicly-funded university scholarship administered by SFO, are listed in the tables below by year –



<b>2010/11 School Year ( Total: 44 Local + 4 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Baptist University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language & Literature) - local students: 2 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 2 (100%) - non-local students : 0 (0%)
The Chinese University of Hong Kong - local students: 20 (100%) - non-local students: 0 (0%)	Year 1: - local students: 20 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 17 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 3 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 7 (70%) - non-local students: 3 (30%)	Year 1: - local students: 7 (70%) - non-local students: 3 (30%)	Faculty of Humanities - local students: 5 (62.5%) - non-local students: 3 (37.5%)
		Programmes co-organized by Faculty of Humanities and Faculty of Liberal Arts and Social Sciences - local students: 2 (100%) - non-local students: 0 (0%)
The University of Hong Kong - local students: 12 (92.3%) - non-local students: 1 (7.7%)	Year 1: - local students: 12 (92.3%) - non-local students: 1 (7.7%)	Programmes co-organized by Faculty of Education & Faculty of Arts - local students: 11 (91.7%) - non-local students: 1 (8.3%)
		Faculty of Arts - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Shue Yan University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English Language and Literature - local students: 1 (100%) - non-local students: 0 (0%)

<b>2011/12 School Year (Total: 80 Local + 4 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Baptist University - local students: 5 (100%) - non-local students: 0 (0%)	Year 1: - local students: 3 (100%) - non-local students: 0 (0%)  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 5 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 2 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 35 (100%) - non-local students: 0 (0%)	Year 1: - local students: 23 (100%) - non-local students: 0 (0%)  Year 2: - local students: 12 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 28 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 7 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 11 (78.6%) - non-local students: 3 (21.4%)	Year 1: - local students: 7 (87.5%) - non-local students: 1 (12.5%)  Year 2: - local students: 4 (66.7%) - non-local students: 2 (33.3%)	Faculty of Humanities - local students: 11 (78.6%) - non-local students: 3 (21.4%)
The Hong Kong Polytechnic University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
The University of Hong Kong - local students: 25 (96.2%) - non-local students: 1 (3.8%)	Year 1: - local students: 14 (100%) - non-local students: 0 (0%)  Year 2: - local students: 11 (91.7%) - non-local students: 1 (8.3%)	Faculty of Education & Faculty of Arts - local students: 19 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 4 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 2 (66.7%) - non-local students: 1 (33.3%)
Hong Kong Shue Yan University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English Language and Literature - local students: 1 (100%) - non-local students: 0 (0%)

<b>2012/13 School Year (Total: 151 Local + 5 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3 : Nil	Department of English - local students: 1 (100%) - non-local students : 0 (0%)
Hong Kong Baptist University - local students: 13 (100%) - non-local students: 0 (0%)	Year 1: - local students: 8 (100%) - non-local students: 0 (0%)  Year 2: - local students: 3 (100%) - non-local students: 0 (0%)  Year 3: - local students : 2 (100%) - non-local students : 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 13 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: - local students : 2 (100%) - non-local students : 0 (0%)	Department of English - local students: 4 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 68 (100%) - non-local students: 0 (0%)	Year 1: - local students: 42 (100%) - non-local students: 0 (0%)  Year 2: - local students: 17 (100%) - non-local students: 0 (0%)  Year 3: - local students : 9 (100%) - non-local students : 0 (0%)	Faculty of Education - local students: 48 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 20 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 14 (82.4%) - non-local students: 3 (17.6%)	Year 1: - local students: 4 (100%) - non-local students: 0 (0%)  Year 2: - local students: 6 (85.7%) - non-local students: 1 (14.3%)  Year 3: - local students : 4 (66.7%) - non-local students : 2 (33.3%)	Faculty of Humanities - local students: 14 (82.4%) - non-local students: 3 (17.6%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Polytechnic University - local students: 1 (50%) - non-local students: 1 (50%)	Year 1: - local students: 0 (0%) - non-local students: 1 (100%)  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil	Department of English - local students: 1 (50%) - non-local students: 1 (50%)
The University of Hong Kong - local students: 47 (97.9%) - non-local students: 1 (2.1%)	Year 1: - local students: 27 (100%) - non-local students: 0 (0%)  Year 2: - local students: 9 (100%) - non-local students: 0 (0%)  Year 3: - local students : 11 (91.7%) - non-local students : 1 (8.3%)	Faculty of Education & Faculty of Arts - local students: 39 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 5 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 3 (75%) - non-local students: 1 (25%)
Hong Kong Shue Yan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: Nil	Department of English Language and Literature - local students: 2 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: Nil	School of Education & Languages - local students: 1 (100%) - non-local students: 0 (0%)

<b>2013/14 School Year (Total: 171 Local + 4 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 17 (100%) - non-local students: 0 (0%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%)  Year 2: - local students: 7 (100%) - non-local students : 0 (0%)  Year 3: - local students : 3 (100%) - non-local students: 0 (0%)  Year 4: - local students: 2 (100%) - non-local students : 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 17 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	Department of English - local students: 2 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 83 (100%) - non-local students: 0 (0%)	Year 1: - local students: 27 (100%) - non-local students: 0 (0%)  Year 2: - local students: 30 (100%) - non-local students: 0 (0%)  Year 3: - local students : 15 (100%) - non-local students : 0 (0%)  Year 4: - local students : 11 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 59 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 24 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Institute of Education - local students: 15 (83.3%) - non-local students: 3 (16.7%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%)  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)  Year 3: - local students : 6 (85.7%) - non-local students: 1 (14.3%)  Year 4: - local students: 2 (50%) - non-local students: 2 (50%)	Faculty of Humanities - local students: 15 (83.3%) - non-local students: 3 (16.7%)
The Hong Kong Polytechnic University - local students: 2 (66.7%) - non-local students: 1 (33.3%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: - local students: 0 (0%) - non-local students: 1 (100%)  Year 3: - local students : 1 (100%) - non-local students: 0 (0%)  Year 4: Nil	Department of English - local students: 2 (66.7%) - non-local students: 1 (33.3%)
The University of Hong Kong - local students: 48 (100%) - non-local students: 0 (0%)	Year 1: - local students: 10 (100%) - non-local students: 0 (0%)  Year 2: - local students: 18 (100%) - non-local students: 0 (0%)  Year 3: - local students : 9 (100%) - non-local students: 0 (0%)  Year 4: - local students: 11 (100%) - non-local students: 0 (0%)	Faculty of Education & Faculty of Arts - local students: 39 (100%) - non-local students: 0 (0%) Faculty of Education - local students: 6 (100%) - non-local students: 0 (0%) Faculty of Arts - local students: 3 (100%) - non-local students: 0 (0%)

<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Shue Yan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	Department of English Language and Literature - local students: 2 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	School of Education & Languages - local students: 1 (100%) - non-local students: 0 (0%)

<b>2014/15 School Year* (Total: 168 Local + 2 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: Nil  Year 4: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 20 (100%) - non-local students: 0 (0%)	Year 1: - local students: 6 (100%) - non-local students: 0 (0%)  Year 2: - local students: 5 (100%) - non-local students : 0 (0%)  Year 3: - local students: 7 (100%) - non-local students: 0 (0%)  Year 4: - local students: 2 (100%) - non-local students : 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 20 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 3 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: - local students: 2 (100%) - non-local students: 0 (0%)  Year 4: Nil	Department of English - local students: 3 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 76 (100%) - non-local students: 0 (0%)	Year 1: - local students: 12 (100%) - non-local students: 0 (0%)  Year 2: - local students: 24 (100%) - non-local students: 0 (0%)  Year 3: - local students: 29 (100%) - non-local students : 0 (0%)  Year 4: - local students: 11 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 57 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 19 (100%) - non-local students: 0 (0%)



By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Institute of Education - local students: 16 (94.1%) - non-local students: 1 (5.9%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%)  Year 2: - local students: 4(100%) - non-local students: 0 (0%)  Year 3: - local students: 1 (100%) - non-local students: 0 (0%)  Year 4: - local students: 6 (85.7%) - non-local students: 1 (14.3%)	Faculty of Humanities - local students: 16 (94.1%) - non-local students: 1 (5.9%)
The Hong Kong Polytechnic University - local students: 1 (50%) - non-local students: 1 (50%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: - local students: 0 (0%) - non-local students: 1 (100%)  Year 4: Nil	Department of English - local students: 1 (50%) - non-local students: 1 (50%)
The University of Hong Kong - local students: 47 (100%) - non-local students: 0 (0%)	Year 1: - local students: 19 (100%) - non-local students: 0 (0%)  Year 2: - local students: 4 (100%) - non-local students: 0 (0%)  Year 3: - local students: 16 (100%) - non-local students: 0 (0%)  Year 4: - local students: 8 (100%) - non-local students: 0 (0%)	Faculty of Education & Faculty of Arts - local students: 39 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 3 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 5 (100%) - non-local students: 0 (0%)

<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Shue Yan University - local students: 3 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: - local students: 1 (100%) - non-local students: 0 (0%).  Year 4: Nil	Department of English Language and Literature - local students: 3 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: Nil  Year 3: - local students: 1 (100%) - non-local students: 0 (0%)  Year 4: Nil	School of Education & Languages - local students: 1 (100%) - non-local students: 0 (0%)

\* As at 31 January 2015

- End -

**CONTROLLING OFFICER'S REPLY****EDB551****(Question Serial No. 4108)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistance  
(700) General non-recurrent  
Item 508 Continuing Education FundProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

1. Please use the table below to provide information on the following student financial assistance schemes for the past 5 years (i.e. 2010/11 to 2014/15):

	Number of applications	Number of beneficiaries	Average assistance disbursed (\$)	Median of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten and Child Care Centre Fee Remission Scheme					
Pre-primary Education Voucher Scheme					
Examination Fee Remission Scheme					
Subsidy Scheme for Internet Access Charges					
School Textbook Assistance Scheme					
Student Travel Subsidy Scheme					
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme					
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students					
Financial Assistance Scheme for Designated Evening Adult Education Courses					
Tuition fee reimbursement under the Yi Jin Diploma					

	Number of applications	Number of beneficiaries	Average assistance disbursed (\$)	Median of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Student Travel Subsidy for Tertiary or Post-secondary Students					
Continuing Education Fund					

2. How will the Government enhance or improve its measures on financial assistance for the present and future? What is the amount involved?

Asked by: Hon IP Kin-yuen (Member Question No. 69)

Reply:

- The requested information for the above student financial assistance schemes for the past five years (i.e. 2010/11 to 2014/15 school years) is set out in the Appendix.
- The Government is committed to ensuring that no students will be denied access to education because of the lack of means, and that continuous learning should be supported. Premised on this, the Government reviews the student financial assistance schemes from time to time to assess their effectiveness, and to ascertain whether the schemes can achieve the objectives they are set up for. Where areas for improvement are identified, enhancement measures will be put in place promptly so that students in need will be provided with the necessary assistance. Specifically, in the 2015/16 school year, the Government will launch the following improvement measures –
  - to continue to lift the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), as a one-off improvement measure in the 2014/15 and 2015/16 school years, from the weighted average to the 75th percentile of the school fees of kindergartens under the Pre-primary Education Voucher Scheme (PEVS). This, together with the enhancement of the voucher value under the PEVS, will provide greater support to parents on kindergarten education of their children pending the recommendations of the Committee on Free Kindergarten Education on how to practically implement free kindergarten education. This lifting of the fee remission ceilings under KCFRS is estimated to incur an additional expenditure of around \$28 million in the 2015/16 school year; and
  - to incorporate the enhanced travel subsidy for needy primary and secondary students of special schools, which was funded by the Community Care Fund in the 2013/14 and 2014/15 school years, into the Government's regular assistance programme. This measure, involving the provision of an extra 50% of student travel subsidy to the eligible needy primary and secondary students of special schools, is estimated to incur an additional expenditure of around \$1.7 million in the 2015/16 school year.

## Appendix

2010/11 School Year	Number of applications	Number of beneficiaries	Average assistance disbursed (\$)	Median of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 940	28 254	(i) CCC: 18,742 (ii) KG: 7,146	(i) CCC: 16,752 (ii) KG: 4,392	239.0
Pre-primary Education Voucher Scheme <sup>+</sup>	48 888 <sup>+</sup>	48 266 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	3 356	3 316	2,259	2,244	7.5
Subsidy Scheme for Internet Access Charges (family-based application)	182 510	181 619	830	650	150.7
School Textbook Assistance Scheme	266 852	266 072	1,656	1,417	440.6
Student Travel Subsidy for Primary and Secondary Students	189 778	185 592	1,310	1,015	243.0
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students <sup>#</sup>					
Financial Assistance Scheme for Designated Evening Adult Education Courses	925	925	3,849	3,020	3.6
Tuition Fee Reimbursement under the Project Yi Jin	19 596	19 596	8,917	7,965	174.7
Student Travel Subsidy for Tertiary or Post-secondary Students	48 226	45 061	2,418	2,027	109.0
Continuing Education Fund <sup>@</sup>	45 136	43 477	7,017	7,440	322.0

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

\* This Community Care Fund Programme was implemented in the 2013/14 school year.

# This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

@ The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

2011/12 School Year	Number of applications	Number of beneficiaries	Average assistance disbursed (\$)	Median of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	38 972	36 117	(i) CCC: 22,117 (ii) KG: 10,037	(i) CCC: 20,115 (ii) KG: 9,766	399.5
Pre-primary Education Voucher Scheme <sup>+</sup>	50 398 <sup>+</sup>	50 030 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	39 124	38 798	1,936	2,160	75.1
Subsidy Scheme for Internet Access Charges (family-based application)	186 430	181 747	1,026	1,300	186.5
School Textbook Assistance Scheme	285 278	276 003	2,381	1,964	657.2
Student Travel Subsidy for Primary and Secondary Students	197 626	183 017	1,576	1,260	288.5
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme <sup>*</sup>	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students <sup>#</sup>					
Financial Assistance Scheme for Designated Evening Adult Education Courses	837	837	4,344	2,988	3.6
Tuition Fee Reimbursement under the Project Yi Jin	7 941	7 941	6,082	3,420	48.3
Student Travel Subsidy for Tertiary or Post-secondary Students	47 035	43 737	2,935	2,472	128.3
Continuing Education Fund <sup>@</sup>	34 850	33 606	7,212	7,888	247.4

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

<sup>\*</sup> This Community Care Fund Programme was implemented in the 2013/14 school year.

<sup>#</sup> This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

<b>2012/13 School Year</b>	<b>Number of applications</b>	<b>Number of beneficiaries</b>	<b>Average assistance disbursed (\$)</b>	<b>Median of assistance disbursed (\$)</b>	<b>Total amount of assistance disbursed (\$ million)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 211	38 735	(i) CCC: 23,465 (ii) KG: 10,638	(i) CCC: 22,368 (ii) KG: 10,284	448.2
Pre-primary Education Voucher Scheme <sup>+</sup>	49 765 <sup>+</sup>	49 314 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	25 703	25 575	2,048	2,268	52.4
Subsidy Scheme for Internet Access Charges (family-based application)	175 194	169 856	1,034	1,300	175.6
School Textbook Assistance Scheme	261 861	252 216	2,566	3,274	647.2
Student Travel Subsidy for Primary and Secondary Students	183 646	168 157	1,702	1,332	286.3
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students <sup>#</sup>					
Financial Assistance Scheme for Designated Evening Adult Education Courses	757	757	4,333	2,988	3.3
Tuition Fee Reimbursement under the Yi Jin Diploma <sup>^</sup>	5 880	5 880	13,610	9,600	80.0
Student Travel Subsidy for Tertiary or Post-secondary Students	55 564	51 753	3,090	2,590	159.9
Continuing Education Fund <sup>@</sup>	29 283	28 440	7,352	8,640	218.0

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

<sup>\*</sup> This Community Care Fund Programme was implemented in the 2013/14 school year.

<sup>#</sup> This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

<sup>^</sup> Yi Jin Diploma was introduced in the 2012/13 academic year upon the lapse of the former Project Yi Jin.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

<b>2013/14 School Year</b>	<b>Number of applications</b>	<b>Number of beneficiaries</b>	<b>Average assistance disbursed (\$)</b>	<b>Median of assistance disbursed (\$)</b>	<b>Total amount of assistance disbursed (\$ million)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	43 591	39 232	(i) CCC: 24,630 (ii) KG: 11,195	(i) CCC: 22,368 (ii) KG: 10,811	473.3
Pre-primary Education Voucher Scheme <sup>+</sup>	49 668 <sup>+</sup>	49 291 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	23 329	23 253	2,021	2,268	47.0
Subsidy Scheme for Internet Access Charges (family-based application)	168 379	162 320	1,035	1,300	168.0
School Textbook Assistance Scheme	247 566	236 970	2,793	3,494	661.9
Student Travel Subsidy for Primary and Secondary Students	175 999	159 123	2,016	1,591	320.8
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	235 286	235 286	791	1,000	186.1
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students <sup>#</sup>	1 736	1 736	956	835	1.7
Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>^</sup>	808	808	4,400	2,940	3.6
Tuition Fee Reimbursement under the Yi Jin Diploma <sup>^</sup>	7 026	7 026	11,404	9,420	80.1
Student Travel Subsidy for Tertiary or Post-secondary Students	52 676	48 826	3,406	2,953	166.3
Continuing Education Fund <sup>@</sup>	26 007	25 275	7,618	8,840	196.3

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

<sup>\*</sup> This Community Care Fund Programme was implemented in the 2013/14 school year.

<sup>#</sup> This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

<sup>^</sup> Figures as at 31.1.2015. A few number of 2013/14 reimbursement applications are still under processing.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.



<b>2014/15 School Year (up to 31.1.2015)</b>	<b>Number of applications</b>	<b>Number of beneficiaries</b>	<b>Average assistance disbursed (\$)</b>	<b>Median of assistance disbursed (\$)</b>	<b>Total amount of assistance disbursed (\$ million)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	41 251	35 632	(i) CCC: 15,359 (ii) KG: 6,817	(i) CCC: 15,018 (ii) KG: 6,351	258.4
Pre-primary Education Voucher Scheme <sup>+</sup>	51 232 <sup>+</sup>	50 812 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme <sup>¥</sup>	20 664	20 557	2,013	2,268	41.4
Subsidy Scheme for Internet Access Charges (family-based application)	156 740	151 808	1,041	1,300	158.0
School Textbook Assistance Scheme	231 415	222 793	3,601	4,528	802.4
Student Travel Subsidy for Primary and Secondary Students	165 086	148 545	2,114	1,665	314.0
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme <sup>*</sup>	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students <sup>#</sup>	1 670	1 670	979	848	1.6
Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>^</sup>	816	816	5,486	N.A.	4.5
Tuition Fee Reimbursement under the Yi Jin Diploma <sup>^</sup>	6 946	6 946	12,481	N.A.	86.7
Student Travel Subsidy for Tertiary or Post-secondary Students	39 556	34 978	2,003	1,493	70.1
Continuing Education Fund <sup>@</sup>	19 053	18 653	7,516	9,440	144.9

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is responsible for assessing the eligibility of applicants under Pre-primary Education Voucher Scheme.

<sup>¥</sup> These are the figures based on the application details verified with the Hong Kong Examinations and Assessment Authority in February 2015.

<sup>\*</sup> This Community Care Fund Programme was implemented in the 2013/14 school year.

<sup>#</sup> This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

<sup>^</sup> Estimated whole year figures. Reimbursement for 2014/15 applications will be processed in 2015-16 financial year.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

- End -

**CONTROLLING OFFICER'S REPLY****EDB552****(Question Serial No. 3577)**

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme  
(2) Low-income Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

In 2015-16, the estimated expenditure on the establishment of the Agency is \$370m, which represents near 7% of the estimate of the Agency. Given that the Agency's aim is "to administer efficiently and cost-effectively various financial assistance schemes", please advise of the following –

1. There will be a net increase of 91 posts for implementing various student financial assistance schemes and a net increase of 343 posts for taking forward the Low-income Working Family Allowance Scheme. For how many financial years will such high staffing level be maintained?
2. Although the staff are responsible for different financial assistance schemes, they work under the same Agency. Will the Agency consider flexibly sharing its manpower resources among the schemes and streamlining its establishment, with a view to achieving cost-effectiveness?
3. What is the progress regarding "continue to develop the Integrated Student Financial Assistance System"? What is the estimated expenditure for the system in the last and current financial years? What are the expected staffing implications when the system comes into operation?

Asked by: Hon IP Kwok-him (Member Question No. 57)

Reply:

1. Among the 91 net creation of civil service posts under Programme (1) Student Assistance Scheme, a large majority of them (70 civil service posts) will be created for taking up the duties of non-civil service contract (NCSC) positions which involve work with long-term service needs that should more appropriately be handled by civil servants. In other words, the creation of civil service posts will be offset by a corresponding reduction of non-civil service contract positions. The remaining civil service posts are created to strengthen our support in processing various financial assistance schemes and to cope with various information technology initiatives. We will continue to critically review the manpower situation from time to time with due regard to our operational requirements

The 343 civil service posts under Programme (2) are to be created by phases in 2015-16 to take forward the implementation of the Low-income Working Family Allowance (LIFA) Scheme in 2016-17. The civil service posts provides for about 70% of the manpower required to cope with the anticipated influx of applications from some 200 000 households when the scheme is launched, with the remaining manpower to be provided by non-civil service contract staff on a time limited basis.

We will review the long term manpower requirement having regard to the actual workload and operational needs after full implementation of the Scheme.

2. After the LIFA Scheme is fully implemented and goes into smooth operation, the Agency will look into possible room for achieving synergy between the Student Finance Office (SFO) and Working Family Allowance Office, and explore various feasible options with a view to streamlining the procedures, easing the burden for needy families to make applications and produce similar proof, and reducing the workload of the Agency in the administration of its various schemes.
3. SFO of the Agency will continue to develop the Integrated Student Financial Assistance System (ISFAST) and to carry out the organisation restructuring to build up a new function-based service delivery mode. The system development work is actively underway and the first phase of ISFAST covering assistance schemes at pre-primary, primary and secondary levels is planned for implementation in 2016.

The estimated expenditure for the implementation of ISFAST for 2014-15 and 2015-16 are \$17.7 million and \$11 million respectively.

It is estimated that staff savings arising from the deletion of 38 posts of various ranks would be achieved upon the full implementation of ISFAST.

- End -

**CONTROLLING OFFICER'S REPLY****EDB553****(Question Serial No. 3540)**

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

Subhead (No. & title): (000) Operational expenses  
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

The Student Finance Office (SFO) of the Agency provides financial assistance in the form of loans to students of different levels. There have been reports on cases of default on repayment by loan borrowers in recent years. In this connection, would the Administration advise this Committee of the following:

1. For student loans disbursed by the SFO, what were the percentages of bad debts in relation to the number of loan repayment accounts over the past three years? What were the amounts involved?
2. Will the Administration implement new measures to prevent and deal with the bad debt issues in relation to student loans? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 52)

Reply:

1. As student loans are funded by public money, the SFO endeavours to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. The number of write-off cases in respect of student loans disbursed by the SFO, namely under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary / continuing and professional education courses) (ENLS), and the amount involved in the 2012/13 to 2014/15 academic years are as follows –

	Academic Year		
	2012/13	2013/14	2014/15*
<b>(A) TSFS</b>			
No. of write-off cases (Note)	19	20	10
No. of loan repayment accounts	27 377	25 446	22 294
Percentage of write-off cases in terms of loan repayment accounts	0.07%	0.08%	0.04%
Amount involved (\$ million)	0.74	1.07	0.32
<b>(B) FASP</b>			
No. of write-off cases (Note)	7	9	0
No. of loan repayment accounts	21 926	24 753	23 801
Percentage of write-off cases in terms of loan repayment accounts	0.03%	0.04%	0.00%
Amount involved (\$ million)	0.33	0.22	0.00
<b>(C) NLSFT</b>			
No. of write-off cases (Note)	8	4	5
No. of loan repayment accounts	22 148	22 246	22 837
Percentage of write-off cases in terms of loan repayment accounts	0.04%	0.02%	0.02%
Amount involved (\$ million)	0.41	0.28	0.22
<b>(D) NLSPS</b>			
No. of write-off cases (Note)	9	15	2
No. of loan repayment accounts	25 159	28 876	31 586
Percentage of write-off cases in terms of loan repayment accounts	0.04%	0.05%	0.01%
Amount involved (\$ million)	0.60	1.49	0.32
<b>(E) ENLS</b>			
No. of write-off cases (Note)	46	54	48
No. of loan repayment accounts	67 396	66 104	66 636
Percentage of write-off cases in terms of loan repayment accounts	0.07%	0.08%	0.07%
Amount involved (\$ million)	2.00	2.06	1.52
<b>Total</b>			
No. of write-off cases (Note)	89	102	65
No. of loan repayment accounts	164 006	167 425	167 154
Percentage of write-off cases in terms of loan repayment accounts	0.05%	0.06%	0.04%
Amount involved (\$ million)	4.08	5.12	2.38

\* As at 31 January 2015

Note: Under the SFO's prevailing write-off policy, the SFO will only consider writing off the outstanding loan if the loan borrower is deceased / permanently unfit for work on account of severe disability, both the loan borrower and the indemnifier(s) are bankrupt or upon the advice of the Department of Justice (DoJ). A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the SFO.

2. In recent years, we have stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. Apart from implementing a package of improvement proposals to the means-tested and non-means-tested loan schemes to reduce the repayment burden of students and prevent excessive borrowing by students, we have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the DoJ and filing of claims directly to the Small Claims Tribunal. In addition, we have put forth new measures, including sending short messaging service (SMS) and proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing assistance to those who have genuine difficulties in repaying their loans (e.g. through loan

restructuring). We have also collaborated with tertiary institutions and related organisations in promoting prudent financial management to young people through various education and promotion activities.

In the 2015/16 academic year, we will continue to make every effort to tackle the default problem and to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. In addition to the above-mentioned measures, we will implement enhanced measures to prevent loan borrowers from becoming defaulters through sending them SMS earlier to remind them to repay on time and settle the arrears (if any), and appeal to them to approach us for assistance if they have genuine financial difficulties. We will further strengthen the promotion of prudent financial and credit management and responsible borrowing to students on all fronts through providing more related information in the SFO's website, enhancing collaboration with tertiary education institutions and related organisations (such as the Investor Education Centre), and disseminating more publicity materials pertinent to financial education to loan applicants and loan repayers at different junctures. The above measures should help student loan borrowers better manage their personal finance and encourage them to seek our assistance at an earlier stage when they have difficulty in repaying the student loans.

- End -

**CONTROLLING OFFICER'S REPLY****EDB554****(Question Serial No. 4134)**

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

Subhead (No. & title): (000) Operational expenses  
(228) Student financial assistance  
(700) General non-recurrent  
Item 508 Continuing Education Fund  
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

In measuring the service performance, it is indicated that the actual processing time for applications for various schemes has exceeded the target processing time, resulting in a delay in receiving the financial assistance by the applicants. Please advise the reasons why the targets of processing time for applications have not been met, and whether additional manpower will be deployed to expedite the processing of applications for financial assistance.

Asked by: Hon QUAT Elizabeth (Member Question No. 97)

Reply:

The Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency administers a total of nine means-tested and five non-means-tested financial assistance schemes. We pledge to process every application for financial assistance in a fair, just and efficient manner in order to ensure that timely and appropriate financial assistance is provided to eligible applicants. In the 2013/14 academic year, we were generally able to process all applications submitted with complete information and supporting documents within the time frame as pledged. The target processing time for individual financial assistance schemes and the respective actual processing time, in terms of percentage of applications meeting the target, in the 2013/14 academic year are set out in the table below.

<b>Financial Assistance Scheme</b>	<b>Target Processing Time<sup>@</sup></b>	<b>Actual Processing Time (% in meeting the target )</b>
Kindergarten and Child Care Centre Fee Remission Scheme	2 months	99.9
Assessment of eligibility under the Pre-primary Education Voucher Scheme	6 – 8 weeks	99.8
Assessment of eligibility for financial assistance under the following schemes*- <ul style="list-style-type: none"> <li>• School Textbook Assistance Scheme</li> <li>• Student Travel Subsidy Scheme</li> <li>• Subsidy Scheme for Internet Access Charges</li> <li>• Examination Fee Remission Scheme</li> <li>• Financial Assistance Scheme for Designated Evening Adult Education Courses</li> <li>• Tuition fee reimbursement under the Yi Jin Diploma</li> </ul>	3 months	100
Tertiary Student Finance Scheme — Publicly-funded Programmes <sup>#</sup>	60 days	98.5
Financial Assistance Scheme for Post-secondary Students <sup>#</sup>		97
Non-means-tested Loan Schemes	21 days	100
Continuing Education Fund <sup>^</sup>	2 weeks	100

<sup>@</sup> Target processing time is subject to submission of complete information and supporting documents by the applicants.

<sup>\*</sup> Application for assessment of eligibility for financial assistance under various schemes is made in one single application form on a household basis.

<sup>#</sup> Due to the bunching effect during the peak period of applications in 2013/14, a small percentage of applications were completed beyond 60 days.

<sup>^</sup> The scheme is under the purview of the Labour and Welfare Bureau.

In the 2015/16 academic year, we will continue to improve the operational efficiency of the Agency, with a view to providing efficient and quality services to students under various student financial assistance schemes.

- End -



**CONTROLLING OFFICER'S REPLY****EDB555****(Question Serial No. 4589)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme:  
(1) Student Assistance Scheme  
(2) Low-income Working Family AllowanceControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the engagement of outsourced workers, please provide the following information:

	2014-15 (the latest position)
Number of outsourced service contracts	( )
Total payments to outsourced service providers	( )
Duration of service of each outsourced service provider	( )
Number of outsourced workers engaged through outsourced service providers	( )
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	
Monthly salary range of outsourced workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• under \$6,240	( )
Length of service of outsourced workers	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Percentage of outsourced workers against the total number of staff in the Department	( )
Percentage of payments to outsourced service providers against the total staff costs of the Department	( )

Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal break	( )
Number of workers without paid meal break	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with 2013-14

Asked by: Hon WONG Kwok-hing (Member Question No. 99)

Reply :

Details of employment of staff under outsourced service contracts in 2014-15 by the Working Family and Student Financial Assistance Agency (WFSFAA) are as follows -

	2014-15 (projection up to 31.3.2015)	
Number of outsourced service contracts	61 (-30%) (estimated total)	
Total amount paid to service contractors	\$24.0 million (+60%) (estimated total)	
Contract service period of each contractor	Less than 12 months	56 (-13%)
	12 months to less than 24 months	3 (-81%)
	24 months and more	2 (-71%)
Number of staff employed under outsourced service contracts	Number of staff employed in 4 contracts (Information on number of staff employed is not specified in the other 57 contracts.)	full-time: 0 (0%)  part-time 7 (0%)
Posts taken up by staff employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the post-titles of the staff are not specified in the contracts.	
Monthly salary range of staff employed under outsourced service contracts <ul style="list-style-type: none"><li>• \$30,001 or above</li><li>• \$16,001 to \$30,000</li><li>• \$8,001 to \$16,000</li></ul>	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the salaries of the staff are not specified in the contracts, except for the outsourced service contracts that rely on	

	<b>2014-15 (projection up to 31.3.2015)</b>
<ul style="list-style-type: none"> <li>• \$6,501 to \$8,000</li> <li>• \$6,240 to \$6,500</li> <li>• under \$6,240</li> </ul>	<p>deployment of non-skilled workers.</p> <p>For contracts that rely on the deployment of non-skilled workers, we have not engaged workers remunerated on a monthly basis. They work on a part-time basis. Their salary level is no less than the Statutory Minimum Wage.</p>
<p>Length of employment of staff under outsourced service contracts in years</p> <ul style="list-style-type: none"> <li>• 15 years or above</li> <li>• 10 to 15 years</li> <li>• 5 to 10 years</li> <li>• 3 to 5 years</li> <li>• 1 to 3 years</li> <li>• less than 1 year</li> </ul>	<p>We do not keep information on the years of services of staff under outsourced service contracts since they are employees of contracts and contractors may arrange any of their employees to work in WFSFAA or arrange replacement staff during the contract period for different reasons.</p>
Percentage of staff under outsourced service contracts in the total number of staff in the Department	0 (0%) (There is no full-time staff employed in the 61 contracts)
Percentage of payments to outsourced service contracts in the total staff costs of the Department	8.1% (estimated total) (+50%)
Number of workers who received severance payment/long service payment/contract gratuity	Information not available. (See Note)
Amount of severance payment/long service payment/contract gratuity paid	Information not available. (See Note)
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note)
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note)
Number of workers with paid meal break Number of workers without paid meal break	Information not available. (See Note)
Number of workers working 5 days per week Number of workers working 6 days per week	Information not available. (See Note)

*Figures in ( ) denote changes in percentage between the projected figures up to 31.3.2015 and the actual figures in 2013-14.*

Note: Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity, paid meal breaks, number of working days in a week, are governed by the employment contracts signed between the employers (i.e. the service contractors) and their employees under mutual agreement.

- End -

**CONTROLLING OFFICER'S REPLY****EDB556****(Question Serial No. 4590)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance Scheme  
(2) Low-income Working Family AllowanceControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the engagement of agency workers, please provide the following information:

	2014-15 (the latest position)
Number of contracts with employment agencies (EAs)	( )
Amount of each EA contract	( )
Duration of each contract	( )
Number of agency workers	( )
Nature of posts taken up by agency workers	
Monthly salaries of agency workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• Below \$6,240	( )
Year of service of agency workers	
• Over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• Less than 1 year	( )
Percentage of agency workers to the total number of staff in the Department	( )
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Department	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )

	2014-15 (the latest position)
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal break	( )
Number of workers without paid meal break	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with 2013-14

Asked by: Hon WONG Kwok-hing (Member Question No. 100)

Reply:

The information requested is appended below –

<b>Information on the Engagement of Agency Workers in the Working Family and Student Financial Assistance Agency (WFSFAA)</b> <sup>Note 1</sup>	<b>2014-15</b> <sup>Note 2</sup> <b>(as at 1 March 2015)</b>
Number of contracts with employment agencies (EAs)	5 (+25%)
Amount of each EA contract	
• \$0.5 million or less	0 (+0%)
• More than \$0.5 million to \$1.43 million	5 (+25%)
Duration of each contract	
• 12 months or less	5 (+25%)
• More than 12 months to 24 months	0 (+0%)
Number of agency workers	38 (+124%)
Number of posts taken up by agency workers	
• General office support	31 (+1450%)
• Scheme Administration	7 (-53%)
Monthly salaries of agency workers	
• \$30,001 or above	0 (0%)
• \$16,001 to \$30,000	0 (0%)
• \$8,001 to \$16,000	38 (+124%)
• \$6,501 to \$8,000	0 (0%)
• \$6,240 to \$6,500	0 (0%)
• Below \$6,240	0 (0%)
Years of service of agency workers	See Note 3
• Over 15 years	
• 10 to 15 years	
• 5 to 10 years	
• 3 to 5 years	
• 1 to 3 years	
• Less than 1 year	
Percentage of agency workers to the total number of staff in the Department	4.0% (+135%)
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Department	1.6% <sup>Note 4</sup> (+33%)
Number of workers who received severance payment/long service payment/contract gratuity	See Note 5
Amount of severance payment/long service payment/contract gratuity paid	See Note 5
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	See Note 5

<b>Information on the Engagement of Agency Workers in the Working Family and Student Financial Assistance Agency (WFSFAA)<sup>Note 1</sup></b>	<b>2014-15<sup>Note 2</sup> (as at 1 March 2015)</b>
Number of workers with paid meal break	See Note 5
Number of workers without paid meal break	
Number of workers working 5 days per week	38 (+124%)
Number of workers working 6 days per week	-

( ) Change in percentage as compared with the same period in 2013-14.

#### Notes

- 1 The above table excludes information technology staff employed by the SFAA under the term contract centrally administered by the Office of the Government Chief Information Officer.
- 2 The WFSFAA was established on 1.3.2015. Therefore, we adopt the latest position of 1.3.2015 as compared with the position as at 28.2.2014.
3. We do not keep information on the years of service of agency workers since they are employees of EAs and EAs may arrange any of their employees to work in WFSFAA or arrange replacement agency workers during the contract period for different reasons.
- 4 The percentage is computed based on actual expenditure up to 1.3.2015 plus estimated expenditure in March 2015.
- 5 We do not have the information. Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity and paid meal breaks, are governed by the employment contracts signed between the employers (i.e. the EAs) and the agency workers under mutual agreement.

- End -

**CONTROLLING OFFICER'S REPLY****EDB557****(Question Serial No. 4591)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance Scheme  
(2) Low-income Working Family AllowanceControlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the employment of non-civil service contract (NCSC) staff, please provide the following information:

	2014-15 (the latest position)
Number of NCSC staff	( )
Distribution of posts taken up by NCSC staff	
Salary expenditure for NCSC staff	( )
Monthly salaries of NCSC staff	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• below \$6,240	( )
Length of employment of NCSC staff in years	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Number of NCSC staff converted to civil servants	( )
Percentage of NCSC staff in the total number of staff in the Department	( )
Percentage of payment for NCSC staff in the total staff costs of the Department	( )
Number of NCSC staff who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of NCSC staff with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )

Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of NCSC staff with paid meal break	( )
Number of NCSC staff without paid meal break	( )
Number of NCSC staff working 5 days per week	( )
Number of NCSC staff working 6 days per week	( )

( ) Change in percentage as compared with 2013-14

Asked by: Hon WONG Kwok-hing (Member Question No. 101)

Reply:

The employment of NCSC staff in the Working Family and Student Financial Assistance Agency (WFSFAA) is set out below -

		2014-15 <sup>Note 1</sup>
Number of NCSC staff		265 (-18%)
Nature of work performed by NCSC staff	Administration / Executive Support	56 (-11%)
	Scheme Administration	187 (-16%)
	General Office Support	8 (-71%)
	IT Support	14 (+75%)
Salary expenditure for NCSC staff (\$'000)		78,073 <sup>Note 2</sup> (-7.6%)
Monthly salaries of NCSC staff	\$30,001 or above	39 (+3%)
	\$16,001 to \$30,000	45 (-13%)
	\$8,001 to \$16,000	181 (-22%)
	\$6,501 to \$8,000	0 (0%)
	\$6,240 to \$6,500	0 (0%)
	Less than \$6,240	0 (0%)
Length of employment of NCSC staff in years	15 years or above	1 (100%)
	10 to less than 15 years	47 (2%)
	5 to less than 10 years	115 (-15%)
	3 to less than 5 years	60 (0%)
	1 to less than 3 years	16 (-66%)
	Under 1 year	26 (-19%)



	2014-15 <sup>Note 1</sup>
Number of NCSC staff converted to civil servants	There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who met the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who have met the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience.
Percentage of NCSC staff in the total number of staff in the Department	28% (-15%)
Percentage of payment for NCSC staff in the total staff costs of the Department	26% <sup>Note 2</sup> (-16%)
Number of NCSC staff who received severance payment (SP)/long service payment (LSP)/contract gratuity (CG)	271 (-21%)
Amount (\$'000) of SP/LSP/CG paid	4,370 (+29%)
Number of NCSC staff with SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	13 (-32%)
Amount (\$'000) of SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	281 (-0.3%)
Number of NCSC staff with paid meal break	265 (-18%)
Number of NCSC staff without paid meal break	0 (0%)
Number of NCSC staff working 5 days per week	265 (-18%)
Number of NCSC staff working 6 days per week	0 (0%)

( ) Change in percentage as compared with 2013-14

Note 1: Except for the two items on "salary expenditure for NCSC staff" and "percentage of payment for NCSC staff in the total staff costs of the Department" which are financial year figures, all other items are indicative of the position as at 1 March 2015, i.e. the date of establishment of WFSFAA.

Note 2: Information provided covers the projected expenditure up to 31 March 2015.

- End -

**CONTROLLING OFFICER'S REPLY****EDB558****(Question Serial No. 3876)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The University Grants Committee (UGC) subsidises about 15 000 first-year first-degree (FYFD) places at the post-secondary institutions annually. In this regard, will the Government inform us of the actual number of students who pursued UGC-funded FYFD programmes at various institutions in the previous year (2014/2015 academic year) and its breakdown by local, Mainland and overseas students? What is the amount of subsidy involved? In addition, what is the actual number of students who pursued postgraduate programmes at all of the institutions in the previous year (2014/2015 academic year) and its breakdown by local, Mainland and overseas students? What is the expenditure involved?

Asked by: Hon CHAN Chi-chuen (Member Question No. 222)Reply:

The student enrolment of the University Grants Committee (UGC)-funded undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes by institution, level of study and place of origin for the 2014/15 academic year is set out at Annex.

Subvention for the UGC-funded institutions is estimated at \$16.1 billion and \$17.1 billion in the 2014/15 and 2015/16 academic years respectively. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. Institutions enjoy autonomy in the allocation and deployment of the block grant at different study levels. According to the institutions, the average student unit costs per annum of a UGC-funded Ug, TPg and RPg place for the 2013/14 academic year were \$209,000, \$202,000 and \$475,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee payable by local students (i.e. \$42,100). Information for the 2014/15 academic year is not yet available. As regards non-local students in Ug and TPg programmes, they are primarily admitted through over-enrolment beyond approved student numbers and are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

**Student Enrolment of UGC-funded Undergraduate and Postgraduate Programmes by Institution,  
Level of Study and Place of Origin, 2014/15 (Provisional)**

(Headcount)

Institution	Level of Study	Place of Origin			
		Local students	Students from the Mainland of China	Other non-local students	Total
City University of Hong Kong	Undergraduate	10 818	814	396	12 028
	Taught Postgraduate	45	4	4	53
	Research Postgraduate^	70	537	134	741
		<b>10 933</b>	<b>1 355</b>	<b>534</b>	<b>12 822</b>
Hong Kong Baptist University	Undergraduate	5 743	705	17	6 465
	Taught Postgraduate	441	-	-	441
	Research Postgraduate^	73	162	33	268
		<b>6 257</b>	<b>867</b>	<b>50</b>	<b>7 174</b>
Lingnan University	Undergraduate	2 376	138	18	2 532
	Research Postgraduate^	27	35	20	82
		<b>2 403</b>	<b>173</b>	<b>38</b>	<b>2 614</b>
The Chinese University of Hong Kong	Undergraduate	14 458	1 443	478	16 379
	Taught Postgraduate	1 095	6	1	1 102
	Research Postgraduate^	435	1 323	67	1 825
		<b>15 988</b>	<b>2 772</b>	<b>546</b>	<b>19 306</b>
The Hong Kong Institute of Education	Undergraduate	4 998	258	14	5 270
	Taught Postgraduate	886	3	-	889
	Research Postgraduate^	10	13	6	29
		<b>5 894</b>	<b>274</b>	<b>20</b>	<b>6 188</b>
The Hong Kong Polytechnic University	Undergraduate	12 500	1 139	315	13 954
	Taught Postgraduate	15	-	-	15
	Research Postgraduate	135	456	103	694
		<b>12 650</b>	<b>1 595</b>	<b>418</b>	<b>14 663</b>
The Hong Kong University of Science and Technology	Undergraduate	7 577	668	630	8 875
	Research Postgraduate^	159	1 028	167	1 354
		<b>7 736</b>	<b>1 696</b>	<b>797</b>	<b>10 229</b>
The University of Hong Kong	Undergraduate	13 070	1 465	876	15 411
	Taught Postgraduate	898	56	21	975
	Research Postgraduate^	528	1 355	242	2 125
		<b>14 496</b>	<b>2 876</b>	<b>1 139</b>	<b>18 511</b>
All institutions	Undergraduate	71 540	6 630	2 744	80 914
	Taught Postgraduate	3 380	69	26	3 475
	Research Postgraduate^	1 437	4 909	772	7 118
	<b>Total</b>	<b>76 357</b>	<b>11 608</b>	<b>3 542</b>	<b>91 507</b>

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes nil.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB559**

**(Question Serial No. 5200)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

What were the amounts of application fees, enrolment deposits and other admission fees collected from prospective students by funded tertiary institutions in the past 3 years? Please provide a breakdown by institution.

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 605)

Reply:

The Joint University Programmes Admissions System (JUPAS) is a unified platform and the sole channel for students applying on the strength of Hong Kong Diploma of Secondary Education Examination results for admission to, among other things, full-time UGC-funded first-year first-degree (FYFD) and sub-degree programmes. According to the JUPAS Office, the application fee for the 2015 JUPAS is \$420. Besides, each applicant who would like to accept an admission offer under the 2015 JUPAS is required to pay an acceptance fee of \$5 000. The acceptance fee is collected by the JUPAS Office on behalf of the institution making the offer, which will eventually be used to offset the payee's tuition fee (and possibly other necessary fees) upon enrolment.

Students applying on the strength of other qualifications for admission to full-time UGC-funded FYFD and sub-degree programmes should do so directly to the institutions concerned. The UGC does not collect information about the fees payable by these applicants in connection with their applications.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB560**

**(Question Serial No. 5773)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- (a) In 2013/14 and 2014/15, what are the details, manpower arrangements and expenditure involved of the University Grants Committee (UGC) in the Research Assessment Exercise 2014?
- (b) Following the above question, what are the UGC's confidentiality arrangements before the result announcement of the Research Assessment Exercise 2014 and the expenditure involved?
- (c) Part of the result of the Research Assessment Exercise 2014 was leaked before the public announcement. Whether the UGC will conduct investigation? If yes, what are the investigation plan, time table, manpower arrangements and estimated expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 59)

Reply:

- (a) The Research Assessment Exercise 2014 aims to assess the research quality of the institutions funded by the University Grants Committee (UGC) by using international benchmarks and sharpened measures to delineate their areas of relative strength and make recommendations for further improvements. The objective of the exercise is to encourage world-class research and drive excellence.

The UGC conducted the exercise after consulting the sector and constantly engaged the institutions in developing the implementation details. The exercise was implemented in a fair, transparent and rigorous manner. In gist, the exercise covered 68 cost centres (or research units of assessment) over the assessment period of six years from October 2007 to September 2013. About 16 500 research outputs submitted by some 4 400 eligible academic staff, about 220 units of submission on external competitive peer-reviewed grants and about 230 units of submission on esteem measures were assessed. Subsequent to institutions' submission in December 2013, a trial assessment was conducted in early 2014 for aligning the standards and achieving consistency in the assessment for each of the 13 panels. The formal assessment commenced in March 2014 and the panels met in August and September 2014 for the final assessment.

To implement the RAE 2014, the UGC has redeployed existing manpower resources and the expenditure is subsumed in the overall expenditure of the UGC. In addition, other expenditure for the exercise in the 2013-14 and 2014-15 financial years amounts to \$35.4 million, including engagement of external panel members, meeting expenses, provision for a time-limited team of non-civil service executive and supporting staff for panel operation and implementation of the exercise and consultancy.

(b)&(c) The results of the exercise were kept strictly confidential until the public announcement on 27 January 2015. All relevant confidential papers for discussion at the UGC meeting were returned to the UGC Secretariat immediately after the meeting.

It is noteworthy that the community is not only concerned that part of the RAE results were reported in advance; in fact, the community is even more concerned about the actual research performance of the relevant institutions as demonstrated in this exercise, and the analysis of the relevant assessment results.

- End -

**CONTROLLING OFFICER'S REPLY****EDB561****(Question Serial No. 5774)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) stated that it had initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the UGC-funded institutions, with the broad parameters set by the Government. What are the specific work plan, manpower arrangement and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 60)

Reply:

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, the UGC has initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government.

We have consulted the institutions on the exercise. They agree with the four proposed broad assessment criteria, namely "Strategy, Mission and Vision", "Teaching & Learning", "Academic Programme Design", and "Addressing the Needs of Society in General". They also generally agree to continue to adopt the competitive allocation mechanism of First-Year First-Degree places. The Academic Development Proposals (ADPs) submitted by the institutions is now under consideration and assessment. The UGC plans to submit its funding recommendations for the new triennium to the Government in the third quarter of 2015.

The work related to the academic development planning exercise for the 2016/17 to 2018/19 triennium is mainly undertaken by the existing staff of the UGC and the expenditure is subsumed in the overall expenditure of the UGC. In addition, a consultant is engaged to assist in formulating the detailed procedure/parameters of the exercise and in the scrutiny of institutions' ADPs at an expenditure of \$419,294.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB562**

**(Question Serial No. 5775)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) The NAS was implemented in 2012. The first cohort of students under the four-year undergraduate curriculum will graduate in 2016. Will the UGC allocate more resources to plan for a Longitudinal Study on samples of these students, so as to facilitate the analysis and improvement of the curriculum of the NAS? If yes, what are the details of the plan, timetable for the study, manpower arrangement and estimated expenditure?
- b) Following the above, will more resources be allocated for a survey on samples of employers of the first cohort of graduates from the NAS, so as to assess the effectiveness of the NAS and its impact on students? If yes, what are the plan, manpower arrangement and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 61)

Reply:

We understand that higher education institutions conduct graduate employment surveys on the employment situations of first-degree graduates on an annual basis. Besides, the Education Bureau (EDB) has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programmes graduates from time to time with the aim of keeping track of employers' views on the quality of graduates over time. Institutions and EDB will continue to engage in these surveys in future, in order to keep track of the employment situations and employers' views on the performance of graduates both before and after the implementation of the New Academic Structure.

- End -



**CONTROLLING OFFICER'S REPLY****EDB563****(Question Serial No. 5996)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- a) The University Grants Committee (UGC) submitted the report entitled "Aspirations for the Higher Education System in Hong Kong" to the Government in 2010. In 2014-15, what was UGC and Education Bureau's (EDB) work in implementing the recommendations of the report? What was the expenditure involved?
- b) Further to the above, what are UGC and EDB's work plans for the implementation of the recommendations of the report? What is the estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 62)Reply:

The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" report (the Report) to the Government in December 2010. Following the Government's announcement in November 2011 of its endorsement of the overall strategies and directions recommended in the report, the Government and the UGC have taken actions to follow up on the recommendations, including (i) measures to facilitate students' progression; (ii) deepening of internationalisation and engagement with Mainland China; (iii) enhancement of teaching and learning, and research; and (iv) establishment of oversight body and enhancement of quality assurance.

**(a) Progression Pathways**

The report recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Government agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system. Regarding the development of CATS, the Education Bureau (EDB) has been working with stakeholders in pressing ahead this development in the context of the Qualifications Framework (QF). In 2012, EDB announced the implementation of QF credit. Since 2013, committees have been set up under the auspices of the Liaison Committee on Quality Assurance (comprising EDB, the Quality Assurance Council, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and the Joint Quality Review Committee) to develop the CATS and implement QF credits. A consultant was engaged to develop policy and principles of CATS under QF, which were promulgated in July 2014. Later in November 2014, a consultant has been engaged to develop a set of practical guidelines for CAT implementation. Working in tandem, a committee is examining issues relating to the articulation between sub-degree programmes and degree programmes (including the senior year places or top-up programmes). The UGC will continue to participate in these efforts.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the

UGC-funded institutions supported the UGC's suggestion of a centralised, user-friendly online portal for the disclosure of comprehensive and relevant information on senior year articulation opportunities. As proposed by the UGC-funded institutions, the EDB has enriched the website of its Information Portal for Accredited Post-secondary Programmes (iPASS) system to include the information on the senior year/top-up degree programmes. The relevant expenditure was borne by the EDB. To further enhance the articulation opportunities for meritorious sub-degree graduates, the Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning 2016-19 triennium that immediately follows. The estimated additional annual expenditure in the 2014/15 and 2015/16 academic years upon full implementation of the proposal are \$436 million and \$475 million respectively.

#### (b) Internationalisation and Engagement with Mainland China

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, following a strategic dialogue with institutions, the UGC has provided \$20 million (to be matched with funds from the eight institutions) to institutions to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. The four initiatives include (i) funding student-initiated projects or initiatives that encourage multi-cultural integration; (ii) setting up a Hong Kong Pavilion in international education conferences to promote Hong Kong's higher education sector as a united entity; (iii) establishing a sector-wide search engine to provide easier access to information of institutions and programmes they offer for prospective students; and (iv) subsidising financially-needy students to travel to places outside Hong Kong for exchange activities. We will keep in view the outcomes of the initiatives in the 2015/16 financial year. The work involved will be absorbed by the existing staff of the UGC Secretariat and no additional expenditure is required.

#### (c) Enhancement of Teaching and Learning

The UGC recognises the importance of teaching excellence in the UGC-funded institutions. In the 2012/13 to 2014/15 triennium, around 75% of the total recurrent grant is used to support teaching. In particular, the grants that the UGC allocates for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions include (i) \$37.6 million per annum as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$118.8 million per annum as Language Enhancement Grant to support the institutions' provision of language enhancement activities; (iii) \$5 million per annum to support professional development activities of all frontline teaching staff; (iv) up to \$1.5 million per annum for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; (v) up to \$16 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions; and (vi) up to \$95 million for teaching and learning proposals from institutions to accelerate the adoption of necessary pedagogical changes and innovations.

In the 2015/16 academic year, over 75 per cent of the Block Grant is purported for teaching. In particular, the grants that the UGC will allocate for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions include (i) \$45.4 million as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$135.3 million as Language Enhancement Grant to support the institutions' provision of language enhancement activities; (iii) \$5 million to support professional development activities of all frontline teaching staff; (iv) up to \$1.5 million for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; and (v) \$4 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions.

#### (d) Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again". To implement the first recommendation, an increasing number of UGC-funded research postgraduate places, and an increasing proportion of the research portion of the Block Grant is being allocated on a competitive basis starting from the 2012/13

academic year. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, another exercise which adopted international benchmarks and sharpened measures was conducted in 2014. The Research Assessment Exercise 2014 was implemented in a fair, transparent and rigorous manner. Subsequent to institutions' submission, a trial assessment was conducted in early 2014 for aligning the standards and achieving consistency in the assessment for each of the 13 panels. The formal assessment commenced in March 2014 and the panels met in August and September 2014 for the final assessment. The results were announced to the institutions and the public in January 2015. The expenditure for the exercise in the 2014-15 financial year is \$31 million and the estimated expenditure in the 2015-16 financial year is around \$4.6 million.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. The Government made an injection into Research Endowment Fund (REF) in 2012, the investment income of \$3 billion of which (or \$150 million per annum assuming a 5% annual return) provides competitive research funding for the local self-financing degree sector to enhance academic and research development. New funding schemes for the local self-financing degree sector were launched in December 2013. In the 2014/15 academic year, the amount of funding approved under the funding schemes was \$100.8 million. The actual expenditure in the 2015-16 academic year will depend on the quality of applications received in the year.

#### (e) Oversight Body and Quality Assurance

In order to oversee the strategic development of the self-financing post-secondary education sector and to advise the Government, the Committee on Self-financing Post-secondary Education (CSPE) was established on 1 April 2012 in response to the Report. CSPE serves as a useful platform for discussing macro and strategic issues of common interest to the self-financing post-secondary sector, as well as promoting quality and good practices.

The Government attaches great importance to the quality assurance of post-secondary education. As stated in its response to the Report, the Government considers that periodic external audits and reviews should be conducted on both self-financing and publicly-funded sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group comprises representatives nominated by the UGC, the UGC-funded institutions, and the HKCAAVQ has been formed to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions. A representative of the EDB attends meetings as an observer to the working group. The working group will advise on the optimal approach for the external quality audits and the long-term mechanism for such external quality audits.

The working group commenced its work in May 2014. Subject to the finalisation of the approach and the long-term mechanism for the external quality audits, an audit manual will be prepared. The working group is supported by the UGC Secretariat with its existing resources. In the 2015-16 financial year, around \$1 million has been reserved for preparing the audit manual.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB564**

**(Question Serial No. 5997)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) In 2014-15, what was the Quality Assurance Council's (QAC) work in undertaking quality audits of the eight UGC-funded institutions? What was the expenditure involved?
- b) QAC's second audit cycle for the funded institutions will commence in 2015. What are the work plans, manpower arrangements and estimated expenditure?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 63)

Reply:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level. Taking into account the experience of the first audit cycle completed in 2011 and in consultation with the institutions, the QAC has revised the audit framework and promulgated the Audit Manual of the second audit cycle based on which the second round of audits are conducted. Two institutions are scheduled to be audited in the 2014-15 financial year, four in the 2015-16 financial year and two in the 2016-17 financial year respectively.

The QAC is supported by a secretariat with manpower provided from within the UGC Secretariat. The estimated expenditure of audit activities in the 2014-15 and 2015-16 financial years is around \$0.85 million and \$3.08 million respectively, being mainly the expenses for consultancy services to assist in conducting the audits, audit meetings and honoraria for auditors.

- End -

**CONTROLLING OFFICER'S REPLY****EDB565****(Question Serial No. 5998)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) What are the work and expenditure of the University Grants Committee (UGC) and Education Bureau in overseeing the sub-degree operations of UGC-funded institutions in 2014-15?
- b) What are the work plan and estimated expenditure in overseeing the sub-degree operations of UGC-funded institutions in 2015-16?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 64)

Reply:

The Government attaches great importance to the quality assurance of sub-degree programmes offered by both University Grants Committee (UGC)-funded and self-financing institutions. To safeguard the quality of the sub-degree programmes, the Liaison Committee on Quality Assurance (LCQA), comprising representatives of the Education Bureau (EDB), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), the Quality Assurance Council and the Joint Quality Review Committee (established by the Heads of Universities Committees to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by the UGC-funded institutions themselves), has been formed to promote sharing of good practices among all the quality assurance bodies and enhance consistency and transparency so as to enhance accountability. Manpower and administrative costs of the LCQA have been and will continue to be absorbed by the existing resources of EDB.

As stated in its response to the UGC's Higher Education Review Report, the Government considers that periodic external audits and reviews should be conducted on both self-financing and publicly-funded sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group comprises representatives nominated by the UGC, the UGC-funded institutions and the HKCAAVQ has been formed to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions. A representative of the EDB attends meetings as an observer to the working group. The objective of the working group is to advise the EDB on the optimal approach for the external quality audits and the long-term mechanism for such external quality audits.

The working group commenced its work in May 2014. Subject to the finalisation of the approach and the long-term mechanism for the external quality audits, an audit manual will be prepared. The working group is supported by the UGC Secretariat with its existing resources. In the 2015-16 financial year, around \$1 million has been reserved for preparing the audit manual.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB566**

**(Question Serial No. 5999)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

What are the respective numbers of students funded under the Hong Kong PhD Fellowship Scheme and the Areas of Excellence Scheme in 2014-15? What are the total amounts of fellowships? What are the respective numbers of students to be funded under the above two schemes in 2015-16?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 65)

Reply:

The Hong Kong PhD Fellowship Scheme (HKPFS) provides an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year up to three years for all awardees. For the 2014/15 academic year, there were 223 awardees under the HKPFS. For the 2015/16 academic year, 231 research postgraduate places are reserved for the HKPFS.

The Areas of Excellence (AoE) Scheme was launched in 1998 to build upon Hong Kong's existing research strengths and develop them into areas of excellence. Students are not eligible to apply for the AoE Scheme. Unlike other funding schemes administered by the Research Grants Council, applications under the AoE Scheme are not called for annually. So far, six rounds of exercises have been implemented and a total of 18 projects (including seven completed projects) have been funded.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB567**

**(Question Serial No. 6399)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

What were the details and expenditure in respect of the implementation of the competitive allocation of research funding as agreed with the University Grants Committee-funded institutions in 2014/15? What are the details and estimated expenditure of the above initiative in 2015/16?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 75)

Reply:

To promote research excellence, since the 2012/13 academic year, the University Grants Committee (UGC) has been gradually allocating the Research portion of the Block Grant to its funded institutions on a more competitive basis according to their success in obtaining peer-reviewed Research Grants Council (RGC) Earmarked Research Grants. Over a period of nine years, about 50% of the prevailing Research portion will be allocated in this manner. The fund is disbursed to the institutions as part of the Block Grant as infrastructure funding to enable institutions to provide both the staffing and facilities (e.g. accommodation and equipment) necessary to carry out research, and to fund a certain level of research. The expenditure in respect of the implementation of the competition allocation is subsumed in the overall expenditure of the UGC.

- End -

**CONTROLLING OFFICER'S REPLY****EDB568****(Question Serial No. 6400)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee states that it will, during 2015/16, complete the academic development planning work for the 2016/17 to 2018/19 triennium. What are the details and estimated expenditure involved?

Asked by: Hon CHAN Ka-lok, Kenneth (Member Question No. 76)

Reply:

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, the UGC has initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government.

We have consulted the institutions on the exercise. They agree with the four proposed broad assessment criteria, namely "Strategy, Mission and Vision", "Teaching & Learning", "Academic Programme Design", and "Addressing the Needs of Society in General". They also generally agree to continue to adopt the competitive allocation mechanism of First-Year First-Degree places. The Academic Development Proposals (ADPs) submitted by the institutions is now under consideration and assessment. The UGC plans to submit its funding recommendations for the new triennium to the Government in the third quarter of 2015.

The work related to the academic development planning exercise for the 2016/17 to 2018/19 triennium is mainly undertaken by the existing staff of the UGC and the expenditure is subsumed in the overall expenditure of the UGC. In addition, a consultant is engaged to assist in formulating the detailed procedure/parameters of the exercise and in the scrutiny of institutions' ADPs at an expenditure of \$419,294.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB570**

**(Question Serial No. 5869)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

1. Please list the number of students with special educational needs (SEN) enrolled in tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages to the total number of SEN students and the total number of tertiary students in the past 5 financial years.
2. Please list the number of SEN students graduated from tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages to the total number of SEN students and the total number of tertiary graduates in the past 5 financial years.
3. Please list the number of SEN students pursuing tertiary studies outside Hong Kong in the past 5 financial years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 259)

Reply:

The number of full-time students with special educational needs (SEN) enrolled in University Grants Committee (UGC)-funded sub-degree and undergraduate programmes and the respective percentages to the total student enrolment from the 2010/11 to 2014/15 academic years are at Annex A. The number of full-time students with SEN enrolled in the final year of UGC-funded sub-degree and undergraduate programmes and the respective percentages to the final year student enrolment from the 2010/11 to 2014/15 academic years are at Annex B. We do not have figures on graduates of UGC-funded programmes with SEN.

We do not have figures on students with SEN pursuing tertiary education outside Hong Kong in the past five years.

**Number of Full-time Students with Special Educational Needs (SEN) in UGC-funded  
Sub-degree and Undergraduate Programmes, 2010/11 to 2014/15**

headcount

Academic year	Level of study	Total number of SEN students	Percentage share to total number of students
2010/11	Sub-degree	11	0.2%
	Undergraduate	197	0.4%
	<b>Total</b>	<b>208</b>	<b>0.3%</b>
2011/12	Sub-degree	13	0.3%
	Undergraduate	181	0.3%
	<b>Total</b>	<b>194</b>	<b>0.3%</b>
2012/13	Sub-degree	12	0.2%
	Undergraduate	244	0.3%
	<b>Total</b>	<b>256</b>	<b>0.3%</b>
2013/14	Sub-degree	11	0.2%
	Undergraduate	249	0.3%
	<b>Total</b>	<b>260</b>	<b>0.3%</b>
2014/15#	Sub-degree	10	0.3%
	Undergraduate	303	0.4%
	<b>Total</b>	<b>313</b>	<b>0.4%</b>

Note:

# Provisional figures

**Number of Full-time Final Year Students with Special Educational Needs (SEN)  
in UGC-funded Sub-degree and Undergraduate Programmes, 2010/11 to 2014/15**

headcount

Academic year	Level of study	Total number of final year students with SEN	Percentage share to total number of final year students
2010/11	Sub-degree	5	0.2%
	Undergraduate	77	0.4%
	<b>Total</b>	<b>82</b>	<b>0.4%</b>
2011/12	Sub-degree	6	0.3%
	Undergraduate	62	0.3%
	<b>Total</b>	<b>68</b>	<b>0.3%</b>
2012/13	Sub-degree	6	0.3%
	Undergraduate	81	0.5%
	<b>Total</b>	<b>87</b>	<b>0.4%</b>
2013/14	Sub-degree	6	0.3%
	Undergraduate	54	0.3%
	<b>Total</b>	<b>60</b>	<b>0.3%</b>
2014/15#	Sub-degree	4	0.2%
	Undergraduate	71	0.3%
	<b>Total</b>	<b>75</b>	<b>0.3%</b>

Note:

# Provisional figures

- End -

**CONTROLLING OFFICER'S REPLY****EDB571****(Question Serial No. 6698)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

1. What were the numbers of students studying in University Grants Committee (UGC)-funded undergraduate programmes in the past 5 years? What was the background of those studying in UGC-funded undergraduate programmes?

	Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	Local students admitted through the Joint University Programmes Admission System (JUPAS) route					
2	Local students admitted through the non-JUPAS route					
3	Mainland students					
4	Others					
5	Total no. of students					

2. As the UGC has been promoting the internationalisation of degree programmes in recent years, does the Government have any plan to increase the number of places for UGC-funded undergraduate programmes to safeguard the opportunities of local students being admitted into universities? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 586)Reply:

The number of local students by admission route and non-local students by place of origin admitted to UGC-funded first-year first-degree (FYFD) programmes for the 2010/11 to 2014/15 academic years are at the Annex.

It should be reckoned that the number of local secondary school graduates will drop significantly, from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

**Number of Local Students (by Admission Route) and Non-local students (by Place of Origin) Admitted to UGC-funded First-year First-degree Programmes, 2010/11 to 2014/15**

	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>	<b>2014/15<sup>#</sup></b>
<b>Local students</b>					
JUPAS	11 660	11 844	25 197	12 168	12 302
Non-JUPAS	2 535	2 603	3 772	2 475	2 447
Sub-total	14 195	14 447	28 969	14 643	14 749
<b>Non-local students</b>					
The Mainland of China	1 384	1 412	3 057	1 614	1 646
Other Non-local	475	592	1 047	832	914
Sub-total	1 859	2 004	4 104	2 446	2 560
<b>Total</b>	<b>16 054</b>	<b>16 451</b>	<b>33 073</b>	<b>17 089</b>	<b>17 309</b>

Notes:

1. <sup>^</sup>To tie in with the implementation of the new academic structure, the UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
2. <sup>#</sup> Provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY****EDB572****(Question Serial No. 6700)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The Areas of Excellence (AoE) Scheme seeks to build upon Hong Kong's existing research strengths and develop them into areas of excellence. However, the estimated provisions for the AoE Scheme have decreased for 2 consecutive years, with a further drop from \$78.9 million to \$65.1 million (estimate) this year. In this connection, will the Government advise this Committee of the following:

1. What are the criteria for determining the amount of grants under the AoE Scheme?
2. What projects are funded by the AoE Scheme? What are the amounts involved?
3. Amongst the projects funded by the AoE Scheme, which ones will be awarded less funding? What are the amount of reductions involved?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 588)

Reply:

- 1,3. The Areas of Excellence (AoE) Scheme was launched in 1998 to build upon Hong Kong's existing research strengths and develop them into areas of excellence. Unlike other funding schemes administered by the Research Grants Council, applications under the AoE Scheme are not called for annually. So far, six rounds of exercises have been implemented and a total of 18 projects (including seven completed projects) have been funded. The project duration of AoE projects is normally eight years. The annual cashflow of each project is based on the endorsed timetable and budget submitted by the relevant project team.
2. Details of the project awarded in the AoE exercises are listed at Annex. Details of these projects are searchable at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>).

### Projects Funded under the Areas of Excellence Scheme

Project Title	Funding Amount (\$ million)
Information Technology*	51.0
Hong Kong Institute of Economics and Business Strategy*	36.2
Center for Plant and Agricultural Biotechnology*	63.8
Molecular Neuroscience: Basic Research & Drug Discovery*	54.3
Chinese Medicine Research and Further Development*	33.0
Institute of Molecular Technology for Drug Discovery and Synthesis*	64.8
Developmental Genomics and Skeletal Research	85.6
Centre for Marine Environmental Research and Innovative Technology*	68.6
Centre for Research into Circulating Fetal Nucleic Acids	31.3
Control of Pandemic and Inter-Pandemic Influenza	76.0
Institute of Network Coding	80.3
The Historical Anthropology of Chinese Society	23.4
Center for Nasopharyngeal Carcinoma Research	92.0
Institute of Molecular Functional Materials	92.0
Theory, Modeling, and Simulation of Emerging Electronics	90.0
Centre for Organelle Biogenesis and Function	47.3
Mechanistic Basis of Synaptic Development, Signalling and Neuro-disorders	50.3
Novel Wave Functional Materials for Manipulating Light and Sound	46.5

\* Completed projects

- End -

**CONTROLLING OFFICER'S REPLY****EDB573****(Question Serial No. 6771)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

What is the number of students with disabilities enrolled in sub-degree and undergraduate programmes in the past 5 years, broken down by the type of disabilities? (please fill in the table below)

Specific Learning Disabilities	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Autism Spectrum Disorders	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Attention Deficit/Hyperactivity Disorder	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Physical Disability	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Visual Impairment	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		



Hearing Impairment	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Speech and Language Impairment	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Others	Sub-degree	Undergraduate
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		

Asked by: Hon CHEUNG Kwok-che (Member Question No. 609)

Reply:

The number of full-time University Grants Committee (UGC)-funded sub-degree and undergraduate students with special educational needs by type of disability and level of study from the 2010/11 to 2014/15 academic years is set out at **Annex**.

**Number of full-time UGC-funded sub-degree and undergraduate students with special educational needs by type of disability and level of study, 2010/11 to 2014/15**

<b>Type of Disability</b>	<b>Academic Year</b>	<b>Sub-degree</b>	<b>Undergraduate<sup>(Note 1)</sup></b>
Specific Learning Disabilities <sup>(Note 2)</sup>	2010/11	N.A.	N.A.
	2011/12	1	8
	2012/13	1	13
	2013/14	-	18
	2014/15 <sup>(Note 3)</sup>	-	23
Autism Spectrum Disorders	2010/11	2	5
	2011/12	2	6
	2012/13	2	9
	2013/14	1	9
	2014/15 <sup>(Note 3)</sup>	-	8
Attention Deficit / Hyperactivity Disorder <sup>(Note 2)</sup>	2010/11	N.A.	N.A.
	2011/12	1	6
	2012/13	-	10
	2013/14	-	12
	2014/15 <sup>(Note 3)</sup>	-	10
Physical Disability	2010/11	3	36
	2011/12	3	32
	2012/13	2	32
	2013/14	1	33
	2014/15 <sup>(Note 3)</sup>	2	41
Visual Impairment	2010/11	-	33
	2011/12	1	35
	2012/13	1	42
	2013/14	1	31
	2014/15 <sup>(Note 3)</sup>	-	36
Hearing Impairment	2010/11	3	47
	2011/12	1	38
	2012/13	1	55
	2013/14	1	62
	2014/15 <sup>(Note 3)</sup>	1	82
Speech Impairment	2010/11	1	3
	2011/12	1	1
	2012/13	-	4
	2013/14	-	4
	2014/15 <sup>(Note 3)</sup>	-	5
Others <sup>(Note 4)</sup>	2010/11	2	73
	2011/12	3	55
	2012/13	5	79
	2013/14	7	80
	2014/15 <sup>(Note 3)</sup>	7	98

## Notes :

1. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
2. The UGC has statistics on “Specific Learning Disabilities” and “Attention Deficit / Hyperactivity Disorder” as from the 2011/12 academic year. Students with these disability types for the 2010/11 academic year, if any, might have been included under the type of “Others”.
3. Provisional figures.
4. There is no separate category for “Intellectual Disabilities” under the data collection of the UGC. Students with such type of disability, if any, would be covered under “Others”.

5. Including multiple types of disabilities.
6. '-' denotes 'nil'.
7. "N.A." denotes "not available".

- End -

**CONTROLLING OFFICER'S REPLY****EDB574****(Question Serial No. 6960)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the development of publicly-funded post-secondary education, will the Government advise of the number of publicly-funded degree and sub-degree places, as well as the participation rates represented as the proportion of publicly-funded degree and sub-degree places to the population of the relevant cohort in each of the past 5 years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 701)Reply:

The requested information for the past five years is tabulated below:

Academic year	Publicly-funded undergraduate intake places <sup>1</sup>		Overall undergraduate participation rate of the relevant cohort <sup>2,3</sup>	Publicly-funded sub-degree intake places <sup>4</sup>		Overall post-secondary participation rate of the relevant cohort <sup>2,5</sup>
	Approved number	Participation rate of the relevant cohort <sup>2</sup>		Actual intakes	Participation rate of the relevant cohort <sup>2</sup>	
2010/11 <sup>6</sup>	16 781	20.4%	28.3%	9 106	11.1%	67.3%
2011/12 <sup>7</sup>	16 842	20.8%	30.3%	8 684	N/A	N/A
2012/13 <sup>8</sup>	32 814	N/A	N/A	9 903	N/A	N/A
2013/14	18 153	22.6%	39.4%	11 047	13.7%	67.0%
2014/15	19 165	24.3%	46.1% <sup>#</sup>	11 030 <sup>#</sup>	14.0% <sup>#</sup>	67.6% <sup>#</sup>

Notes:

1. Including first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded institutions and the Hong Kong Academy for Performing Arts (HKAPA).
2. Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20 for the 2009/10 to 2011/12 academic years and between the ages of 18 to 20 as from the 2012/13 academic year onwards, as a result of the implementation of the New Academic Structure.
3. The overall undergraduate participation rate of the relevant cohort takes into account the approved number of publicly-funded undergraduate intake places and the actual intakes of self-financing undergraduate programmes.
4. Including the actual intakes of sub-degree programmes offered by UGC-funded institutions, HKAPA and the Vocational Training Council.
5. The overall post-secondary participation rate of the relevant cohort takes into account the approved number of publicly-funded FYFD places; the actual intakes of self-financing FYFD places; and the actual intakes of publicly-funded and self-financing sub-degree programmes.

6. The 2010/11 academic year was the last year where Secondary Five graduates articulated to three-year sub-degree programmes.
7. The 2011/12 academic year was a gap year during which there were no Secondary Five graduates. Sub-degree participation rate is undefined for the year.
8. The 2012/13 academic year was a double cohort year. Publicly-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Undergraduate and sub-degree participation rates are undefined for the year.
9. # Provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY****EDB575****(Question Serial No. 6961)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please list the total provision of grants to University Grants Committee-funded institutions, the percentage share in the overall provision for education and the percentage share in our gross domestic product in the respective year from 2011-12 to 2014-15.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 702)Reply:

The required information is tabulated below:

Financial year	Total grants <sup>1</sup> to University Grants Committee (UGC)-funded institutions <sup>2</sup> (\$million)	Total expenditure on education <sup>2</sup> (\$million)	Total grants to UGC-funded institutions as a percentage of total expenditure on education	Gross Domestic Product (GDP) <sup>3</sup> (\$million)	Total grants to UGC-funded institutions as a percentage of GDP
	[a]	[b]	[a / b]	[c]	[a / c]
2011-12	11,271	67,891	16.6%	1,934,430	0.6%
2012-13	14,759	76,600	19.3%	2,037,059	0.7%
2013-14	15,042	76,392	19.7%	2,131,804	0.7%
2014-15	15,723	74,112	21.2%	2,245,747	0.7%

## Notes:

1. Included recurrent grants and matching grants under the Sixth Matching Grant Scheme allocated to UGC-funded institutions.
2. The total grants to UGC-funded institutions and total expenditure on education for 2014-15 are revised estimate figures.
3. The figures are calendar-year-based at current market prices, and the GDP figures for 2013 and 2014 are subject to revision by the Census & Statistics Department.

- End -

**CONTROLLING OFFICER'S REPLY****EDB576****(Question Serial No. 6962)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

After an injection into the Research Endowment Fund under the University Grants Committee was made in January 2012, the investment income generated from \$3 billion of the injection provides competitive research funds for the local self-financing degree sector. Please provide the following information for 2013-14 and 2014-15:

1. the number of research projects that applied for funds, the number of projects approved, the number of projects terminated and the amount involved in these terminated projects;
2. a breakdown, by institution and academic discipline, of the number of funded research projects, the title of projects and the amount of research funds obtained.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 703)Reply:

1. The competitive research funding schemes for the local self-financing degree sector were launched in December 2013. In the 2014/15 academic year, the number of applications received and projects approved were 240 and 63 respectively. As at 13 March 2015, no approved project has been terminated.
2. The number of projects and amount of funding approved under the competitive research funding schemes for the local self-financing degree sector, with breakdown by institutions, is listed below:

<b>Institution</b>	<b>No. of Projects Approved</b>	<b>Amount of Funding (\$ million)</b>
Caritas Institute of Higher Education	5	11.1
Centennial College	2	15.2
Chu Hai College of Higher Education	9	18.6
Hang Seng Management College	22	11.3
The Open University of Hong Kong	12	17.9
Hong Kong Shue Yan University	10	11.3
Tung Wah College	3	15.4
<b>Total</b>	<b>63</b>	<b>100.8</b>

Details of these projects including the titles and amount awarded are available at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>). In view of the large number of projects involved, members are invited to visit the website for the details of the projects.

- End -

**CONTROLLING OFFICER'S REPLY****EDB577****(Question Serial No. 6963)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding senior-year articulation places, it was announced in the 2014 Policy Address that from the 2015/16 academic year and in the triennium that followed, the intake of senior-year undergraduate places in UGC-funded institutions would progressively increase by a total of 1 000 places. Please inform this Committee of:

1. the approved number of senior-year undergraduate places, the number of applicants as well as the number of students enrolled in each of the past 5 years;
2. the respective numbers (additional numbers) of penultimate year and final year intake places out of the approved senior-year places for the 2015/16 academic year, with a breakdown by institution and name of programme/discipline; and
3. the principles for allocating approved senior-year places.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 704)

Reply:

The approved senior year undergraduate places of the University Grants Committee (UGC)-funded programmes for the 2010/11 to 2014/15 academic years are set out at **Annex A**. There is no readily available information on the number of applicants for senior year undergraduate places for the five years concerned. The numbers of approved senior year places for penultimate year and final year by institution and programme for the 2015/16 academic year are at **Annex B**.

The Government has announced that the number of UGC-funded senior year undergraduate intake places will be progressively increased by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. As a modest start in the 2015/16 academic year (which is a roll-over year), the number will increase by 265 to 4 265 in that year. As regards the remaining 735 places, the UGC is now working with the funded institutions to put the additional places to the most effective use during the 2016/17 to 2018/19 triennium. As such, the distribution of the 1 000 additional UGC-funded senior year intake places by institution and programme is not available yet.

When determining the allocation of the senior year intake places to individual institutions, the UGC has taken into account a number of factors, including the bids submitted by the institutions, the roles of institutions, institutions' experience in admitting sub-degree graduates, etc.



**Approved Senior Year Student Places and Number of Students (in full-time equivalent term) Admitted  
to Senior Year Places of UGC-funded Undergraduate Programmes,  
2010/11 to 2014/15 Academic Years**

Academic Year	Approved Student Places		Number of Students Admitted to Senior Year Places
	Penultimate Year (Intake)	Final Year	
2010/11	1 987	1 927	2 200
2011/12	1 987	1 987	2 288
2012/13	2 487	1 987	2 724
2013/14	2 987	2 487	3 303
2014/15	4 000	2 987	4 317

**Approved Senior Year Places (in full-time equivalent term)  
of UGC-funded Undergraduate Programmes by Institution and Programme, 2015/16 Academic Year**

Institution	Programme	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	277	269
	Bachelor of Arts/Bachelor of Science	96	90
	Bachelor of Business Administration	367	347
	Bachelor of Engineering	151	167
	Bachelor of Science	171	115
	Bachelor of Social Sciences	333	321
	<b>Sub-total</b>	<b>1 395</b>	<b>1 309</b>
HKBU	Bachelor of Arts*	130	116
	Bachelor of Business Administration	114	100
	Bachelor of Science	68	59
	Bachelor of Social Sciences	136	123
	<b>Sub-total</b>	<b>448</b>	<b>398</b>
LU	Bachelor of Arts	54	52
	Bachelor of Business Administration	46	44
	Bachelor of Social Sciences	30	28
	<b>Sub-total</b>	<b>130</b>	<b>124</b>
CUHK	Bachelor of Arts	77	73
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	33	32
	Bachelor of Nursing	60	60
	Bachelor of Science	161	151
	Bachelor of Social Sciences	63	59
	<b>Sub-total</b>	<b>404</b>	<b>385</b>
HKIED	Bachelor of Arts	36	34
	Bachelor of Social Sciences	48	46
	<b>Sub-total</b>	<b>84</b>	<b>80</b>
PolyU	Bachelor of Arts	216	216
	Bachelor of Arts/Bachelor of Science	378	365
	Bachelor of Business Administration/ Bachelor of Science	209	209
	Bachelor of Engineering	40	40
	Bachelor of Engineering/Bachelor of Science	312	296
	Bachelor of Science	230	193
	<b>Sub-total</b>	<b>1 385</b>	<b>1 319</b>

Institution	Programme	Penultimate Year (Intake)	Final Year
HKUST	Bachelor of Business Administration	18	-
	Bachelor of Engineering	85	85
	Bachelor of Science	17	15
	<b>Sub-total</b>	<b>120</b>	<b>100</b>
HKU	Bachelor of Arts	54	50
	Bachelor of Business Administration	30	30
	Bachelor of Engineering	32	30
	Bachelor of Nursing	25	25
	Bachelor of Science	116	110
	Bachelor of Social Sciences	42	40
	<b>Sub-total</b>	<b>299</b>	<b>285</b>
<b>Total</b>		<b>4 265</b>	<b>4 000</b>

Notes:

- \* Including 7 places for Bachelor of Arts in Translation where the students will undertake sandwich option during 2015/16 and are expected to complete their final year of study in 2016/17.
- Abbreviations for Institutions are as follows:

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

- End -

**CONTROLLING OFFICER'S REPLY****EDB578****(Question Serial No. 6966)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

According to the estimate for 2015-16, under the item of administration costs of UGC Secretariat, the cost of administration as percentage of recurrent and capital grants administered has dropped from 1.1% in the estimate for 2014-15 to 0.9% in the revised estimate for 2014-15, and further to 0.8% in the estimate for 2015-16. Moreover, there will be an increase of 3 posts in the UGC Secretariat in 2015-16. In this regard, will the Government advise this Committee of the following:

1. the actual amount of the revised estimated departmental expenses for 2014-15 and the reasons why the percentage is lower than the original estimate;
2. the actual amount of the estimated departmental expenses for 2015-16 and the reasons why the percentage is lower than the revised estimate for 2014-15;
3. the establishment (numbers of post and staff and estimated expenditure on salaries), staff wastage rate and distribution of staff with different lengths of service of the UGC in the past year;
4. the average annual expenditure on remuneration, home financing allowances and other expenses per head by rank (Chairman, local members, overseas members, sub-committee members, assessment panel members) of the UGC, including its committees, standing Sub-Committees, Task Force for the Organisation of Discussion Forums, ad hoc groups and panels, etc (excluding the Research Grants Council and the Quality Assurance Council) for the past 3 years;
5. whether the 3 newly created posts in 2015-16 are directorate or non-directorate posts. Please give an account of the reasons for creating the posts and their duties.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 707)Reply:

- 1 & 2. The departmental expenses in the 2014-15 revised estimate and the 2015-16 estimate are \$70 million and \$54 million respectively. University Grants Committee (UGC)'s cost of administration as a percentage of the recurrent and capital grants administered (the percentage) is determined having regard to the total UGC Secretariat expenses (which include departmental expenses, personal emoluments and other charges) and the total subvention to institutions. The percentage is projected to decrease from 1.1% in the 2014-15 original estimate to 0.9% in the 2014-15 revised estimate. The decrease is mainly because of the projected decrease in administration cost of the UGC Secretariat arising from the reduction in projected spending in the engagement of external reviewers for assessment in the Research Assessment Exercise (RAE) 2014 and the competitive research funding schemes for the local self-financing degree sector.

The percentage is projected to decrease from 0.9% in the 2014-15 revised estimate to 0.8% in the 2015-16 estimate. The decrease is mainly due to the projected decrease in administration cost of the UGC Secretariat in 2015-16 arising from the drop in the provision required for the RAE 2014 in 2015-16 following the completion of the assessments and announcement of results in January 2015.

3. The number of permanent posts and the estimated expenditure on salaries in the UGC Secretariat in 2014-15 are set out in the table below -

Permanent Posts	Number of Post	Estimated Expenditure on Salaries in 2014-15 (based on Notional Annual Mid-point Salary (NAMS))	Remarks
Directorate posts	3	\$5,707,200	Secretary-General and two Deputy Secretary-Generals
Non-directorate posts	61	\$30,351,720	Administrative staff in various civil service grades and ranks
Total	64	-	-

The UGC Secretariat is mainly served by civil service general grades staff deployed from the grades of Administrative Officer, Executive Officer, Statistician, Statistical Officer, Treasury Accountant, Accounting Officer, Clerical Officer, Clerical Assistant and Personal Secretary. In general, general grades officers are subject to posting arrangements, which are centrally managed by the respective Heads of Grade.

4. Members of the UGC and its sub-committees/panels/groups/task force who are not based in Hong Kong receive honoraria for their participation in the UGC and its sub-committees/panels/groups/task force. The annual rates of honoraria, which are reviewed according to the rates of civil service salary adjustments, ranged from \$56,050 to \$129,600 over the period from 2011-12 to 2013-14.

Members of the UGC and its sub-committees/panels/groups/task force do not receive any home financing allowance.

The meeting expenditure of the UGC and its sub-committees/panels/groups/task force from 2011-12 to 2013-14, which mainly covers expenses for air passage and accommodation, as well as per-diem allowance of members who are not based in Hong Kong, is set out in the table below –

Financial Year	Meeting Expenditure (\$'000)
2011-12	3,384
2012-13	3,675
2013-14	3,868

5. There will be an increase of 3 non-directorate posts in the UGC Secretariat in 2015-16. These civil service posts will be created to replace existing non-civil service contract posts to provide continual executive support for the formulation and implementation of new competitive research funding schemes for the local self-financing degree sector; the assessment and monitoring of various research funding schemes and the conduct of meetings and activities under the UGC, Research Grants Council and Quality Assurance Council.

- End -

**CONTROLLING OFFICER'S REPLY****EDB579****(Question Serial No. 6967)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

As regards the Research Grants Council under the University Grants Committee Secretariat, including its committees, sub-committees and panels, please provide a breakdown of the average annual expenditure on honoraria, home financing and other expenditures for each member by rank (chairmen, local members, overseas members, panel members and members of the Assessment Panel) in the past 3 years.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 708)

Reply:

Members of the Research Grants Council (RGC) and its committees/sub-committees/panels who are not based in Hong Kong receive honoraria for their participation in the RGC and its committees/sub-committees/panels. The annual rates of honoraria for RGC and its committees/sub-committees/panels members who are not based in Hong Kong, which are reviewed according to the rates of civil service salary adjustments, ranged from \$20,770 to \$81,700 over the period from 2011-12 to 2013-14.

RGC and its committees/sub-committees/panels members do not receive any home financing allowance.

The meeting expenditure of RGC and its committees/sub-committees/panels from 2011-12 to 2013-14, which mainly includes expenses for air passage and accommodation, as well as per-diem allowance of members who are not based in Hong Kong, is set out in the table below:

Financial Year	Meeting Expenditure (\$'000)
2011-12	9,781
2012-13	10,704
2013-14	13,626

- End -

**CONTROLLING OFFICER'S REPLY****EDB580****(Question Serial No. 6968)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the Quality Assurance Council under the University Grants Committee Secretariat, please provide a breakdown of the average annual expenditure on honoraria, home financing and other expenditures for each member by rank (Chairman, local members and overseas members) in the past 3 years.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 709)

Reply:

Members and auditors of the Quality Assurance Council (QAC) who are not based in Hong Kong receive honoraria for their participation in the QAC/audit activities. The annual rates of honoraria for QAC members who are not based in Hong Kong, which are reviewed according to the rates of civil service salary adjustments, ranged from \$72,650 to \$81,700 over the period from 2011-12 to 2013-14. The rate of honoraria for QAC auditors who are not based in Hong Kong was \$42,050 per audit in the same period.

QAC members do not receive any home financing allowance.

The meeting expenditure of QAC from 2011-12 to 2013-14, which mainly includes expenses for air passage and accommodation, as well as per-diem allowance of QAC members and auditors who are not based in Hong Kong, is set out in the table below:

Financial Year	Meeting Expenditure (\$'000)
2011-12	610
2012-13	669
2013-14	434

- End -

**CONTROLLING OFFICER'S REPLY****EDB581****(Question Serial No. 6969)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding University Grants Committee (UGC)-funded programmes, will the Government inform this Committee of:

1. the approved student number targets and student enrolment of UGC-funded sub-degree programmes by institution and broad academic programme category from the 2013/14 to 2014/15 academic years;
2. the average student unit cost of UGC-funded sub-degree programmes in each of the past 6 years; and
3. the approved student number targets and student enrolment of UGC-funded first-year-first-degree programmes by institution and broad academic programme category from the 2013/14 to 2014/15 academic years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 710)

Reply:

The approved student number targets and student enrolment of UGC-funded sub-degree programmes and first-year-first-degree programmes, with breakdowns by institution and broad academic programme category from the 2013/14 to 2014/15 academic years are at Annexes A and B respectively.

The average student unit costs of UGC-funded sub-degree programmes, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by institutions, for the 2009/10 to 2013/14 academic years are set out below:

2009/10	2010/11	2011/12	2012/13	2013/14 <sup>#</sup>
\$155,000	\$147,000	\$147,000	\$137,000	\$139,000

## Notes:

1. The average student unit cost for the 2014/15 academic year and beyond is not yet available.
2. # Provisional figure.



**Approved Student Number Targets and Student Enrolment of UGC-funded  
Sub-degree Programmes by Institution and Broad Academic Programme Category,  
2013/14 to 2014/15 Academic Years**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2013/14	CityU	Engineering and Technology	841	914
		Arts and Humanities	-	2
		<b>Sub-total</b>	<b>841</b>	<b>916</b>
	HKIEd	Sciences	35	56
		Social Sciences	5	5
		Arts and Humanities	73	76
		Education	1 045	704
		<b>Sub-total</b>	<b>1 158</b>	<b>841</b>
	PolyU	Medicine, Dentistry and Health	320	319
		Sciences	255	311
		Engineering and Technology	1 507	1 576
		Business and Management	584	610
		Social Sciences	75	106
		Arts and Humanities	279	290
		<b>Sub-total</b>	<b>3 020</b>	<b>3 212</b>
	<b>Total</b>		<b>5 019</b>	<b>4 969</b>
2014/15 <sup>#</sup>	CityU	Engineering and Technology	841	903
		<b>Sub-total</b>	<b>841</b>	<b>903</b>
	HKIEd	Sciences	33	85
		Social Sciences	5	7
		Arts and Humanities	67	80
		Education	1 007	735
		<b>Sub-total</b>	<b>1 113</b>	<b>907</b>
	PolyU	Medicine, Dentistry and Health	160	153
		Sciences	255	288
		Engineering and Technology	1 349	1 425
		Business and Management	329	473
		Social Sciences	35	47
		Arts and Humanities	240	248
		<b>Sub-total</b>	<b>2 367</b>	<b>2 634</b>
	<b>Total</b>		<b>4 321</b>	<b>4 444</b>

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- '-' denotes nil.
- # The student enrolment for the 2014/15 academic year are provisional figures.
- Abbreviations:

CityU City University of Hong Kong

HKIEd The Hong Kong Institute of Education

PolyU The Hong Kong Polytechnic University

**Approved Student Number Targets and Student Enrolment of UGC-funded First-year-First-degree (FYFD) Programmes by Institution and Broad Academic Programme Category, 2013/14 to 2014/15 Academic Years**

(in full-time-equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2013/14	CityU	Medicine, Dentistry and Health	5	7
		Sciences	362	476
		Engineering and Technology	515	558
		Business and management	693	817
		Social Sciences	353	376
		Arts and Humanities	167	238
		<b>Sub-total</b>	<b>2 095</b>	<b>2 472</b>
	HKBU	Medicine, Dentistry and Health	45	52
		Sciences	214	239
		Business and management	246	263
		Social Sciences	355	422
		Arts and Humanities	290	341
		Education	73	81
		<b>Sub-total</b>	<b>1 223</b>	<b>1 398</b>
	LU	Business and management	177	185
		Social Sciences	128	134
		Arts and Humanities	248	255
		<b>Sub-total</b>	<b>553</b>	<b>574</b>
	CUHK	Medicine, Dentistry and Health	522	541
		Sciences	619	645
		Engineering and Technology	480	513
		Business and management	589	729
		Social Sciences	540	598
		Arts and Humanities	430	458
		Education	68	69
		<b>Sub-total</b>	<b>3 247</b>	<b>3 553</b>
	HKIED	Sciences	77	91
		Business and management	3	3
		Social Sciences	34	68
		Arts and Humanities	244	332
		Education	263	240
		<b>Sub-total</b>	<b>621</b>	<b>735</b>
	PolyU	Medicine, Dentistry and Health	611	609
		Sciences	304	316
		Engineering and Technology	624	758
		Business and management	533	735
		Social Sciences	65	76
		Arts and Humanities	199	230
		<b>Sub-total</b>	<b>2 337</b>	<b>2 725</b>
	HKUST	Sciences	554	922
		Engineering and Technology	579	194
		Business and management	618	298
		Social Sciences	126	229

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Arts and Humanities	24	579
		<b>Sub-total</b>	<b>1 901</b>	<b>2 223</b>
	HKU	Medicine, Dentistry and Health	570	576
		Sciences	461	506
		Engineering and Technology	622	666
		Business and management	272	411
		Social Sciences	623	778
		Arts and Humanities	403	399
		Education	71	73
		<b>Sub-total</b>	<b>3 023</b>	<b>3 409</b>
	<b>Total</b>		<b>15 000</b>	<b>17 089</b>
2014/15 <sup>#</sup>	CityU	Medicine, Dentistry and Health	5	6
		Sciences	355	464
		Engineering and Technology	526	548
		Business and Management	693	832
		Social Sciences	352	376
		Arts and Humanities	164	239
		<b>Sub-total</b>	<b>2 095</b>	<b>2 466</b>
	HKBU	Medicine, Dentistry and Health	45	45
		Sciences	214	239
		Business and Management	246	259
		Social Sciences	355	432
		Arts and Humanities	290	344
		Education	73	82
		<b>Sub-total</b>	<b>1 223</b>	<b>1 402</b>
	LU	Business and Management	177	190
		Social Sciences	128	134
		Arts and Humanities	248	261
		<b>Sub-total</b>	<b>553</b>	<b>585</b>
	CUHK	Medicine, Dentistry and Health	522	535
		Sciences	619	657
		Engineering and Technology	480	504
		Business and Management	589	706
		Social Sciences	540	602
		Arts and Humanities	430	457
		Education	68	64
		<b>Sub-total</b>	<b>3 247</b>	<b>3 526</b>
	HKIED	Sciences	77	86
		Business and Management	3	-
		Social Sciences	34	86
		Arts and Humanities	244	316
		Education	263	264
		<b>Sub-total</b>	<b>621</b>	<b>751</b>
	PolyU	Medicine, Dentistry and Health	611	614
		Sciences	304	318
		Engineering and Technology	624	747
		Business and Management	533	773
		Social Sciences	65	77

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Arts and Humanities	199	234
		<b>Sub-total</b>	<b>2 337</b>	<b>2 763</b>
	HKUST	Sciences	554	633
		Engineering and Technology	579	667
		Business and Management	618	688
		Social Sciences	126	165
		Arts and Humanities	24	27
		<b>Sub-total</b>	<b>1 901</b>	<b>2 179</b>
	HKU	Medicine, Dentistry and Health	570	585
		Sciences	461	519
		Engineering and Technology	622	773
		Business and Management	272	419
		Social Sciences	623	822
		Arts and Humanities	403	442
		Education	71	77
		<b>Sub-total</b>	<b>3 023</b>	<b>3 637</b>
	<b>Total</b>		<b>15 000</b>	<b>17 309</b>

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- '-' denotes nil.
- # The student intakes for the 2014/15 academic year are provisional figures.
- Abbreviations:  
CityU City University of Hong Kong  
HKBU Hong Kong Baptist University  
LU Lingnan University  
CUHK The Chinese University of Hong Kong  
HKIED The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong

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**CONTROLLING OFFICER'S REPLY**

**EDB582**

**(Question Serial No. 6970)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

As regards the publicly-funded local undergraduate and sub-degree programmes, please list by year the number of non-Chinese speaking (NCS) candidates sitting the Hong Kong Advanced Level (HKA) examination and the Hong Kong Diploma of Secondary Education (HKDSE) examination, the number of NCS students admitted through the Joint University Programmes Admissions System (JUPAS) route, the number of NCS students admitted through the non-JUPAS route, the number of NCS students who were not admitted despite meeting the basic entry requirements, as well as the average admission score of NCS students in the past 5 academic years.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 711)

Reply:

The number of non-Chinese speaking (NCS) students (i.e. local students whose ethnicity and/or spoken language at home are not Chinese) admitted to the University Grants Committee (UGC)-funded full-time sub-degree and undergraduate programmes, by admission route, for the 2010/11 to 2014/15 academic years is at the Annex. There is no readily available information on the number of NCS candidates sitting for the HKAL examination and the HKDSE examination, the number of NCS students who were not admitted despite meeting the general entrance requirements, and the average admission score of NCS students for the said period.

**Number of Non-Chinese Speaking Students Admitted to Full-time UGC-funded Sub-degree and Undergraduate Programmes via JUPAS and Non-JUPAS Routes, 2010/11 to 2014/15**

(Headcount)

Academic Level	Academic Year/ Admission Qualification															
	2010/11			2011/12			2012/13*				2013/14			2014/15 <sup>#</sup>		
	JUPAS	Non-JUPAS	Total	JUPAS	Non-JUPAS	Total	JUPAS		Non-JUPAS	Total	JUPAS	Non-JUPAS	Total	JUPAS	Non-JUPAS	Total
							HKAL	HKDSE								
Sub-degree	1	1	2	10	1	11	4	3	-	7	7	-	7	16	1	17
Undergraduate	51	90	141	60	85	145	46	74	129	249	113	114	227	104	122	226
<b>Total</b>	<b>52</b>	<b>91</b>	<b>143</b>	<b>70</b>	<b>86</b>	<b>156</b>	<b>50</b>	<b>77</b>	<b>129</b>	<b>256</b>	<b>120</b>	<b>114</b>	<b>234</b>	<b>120</b>	<b>123</b>	<b>243</b>

## Notes:

1. Non-Chinese speaking students refer to local students whose ethnicity and/or spoken language at home are not Chinese. Hence, students of Chinese ethnicity who do not speak Chinese at home are included.
2. The information is provided by the students upon admission to the institutions. There are students who choose not to provide information on their ethnicity.
3. \* To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. # Provisional figures.
5. '-' denotes 'nil'.

- End -

**CONTROLLING OFFICER'S REPLY****EDB583****(Question Serial No. 6971)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the full-time local programmes in educational psychology, will the Government list out the number of training places, the number of applicants, the student intake, the number of graduates and the amount of subvention in each of the past 10 years, with a breakdown by institution? Does the Government have any plans to further increase such places?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 712)

Reply:

The University Grants Committee (UGC)-funded full-time programmes in educational psychology are offered at the taught postgraduate (TPg) level. The approved intake places and student intakes of these programmes for the 2010/11 to 2014/15 academic years and the number of graduates for the 2010/11 to 2013/14 academic years by institution are at Annex. There is no information on the number of applicants for these programmes. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit cost per annum at TPg level for the 2010/11 to 2013/14 academic years was \$198,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). The average student unit cost for the 2014/15 academic year is not yet available.

**Approved Intake Places, Student Intakes and Number of Graduates of UGC-funded Taught Postgraduate Full-time Programmes in Educational Psychology, 2010/11 to 2014/15**

(Headcount)

Academic Year	Institution	Approved Intake Places	Student Intakes	Number of Graduates
2010/11	The Hong Kong Polytechnic University	-	-	15
	The University of Hong Kong	25	21	3
	Total	25	21	18
2011/12	The Hong Kong Polytechnic University	15	14	0
	The University of Hong Kong	-	-	16
	Total	15	14	16
2012/13	The Hong Kong Polytechnic University	-	-	10
	The University of Hong Kong	25	23	2
	Total	25	23	12
2013/14	The Hong Kong Polytechnic University	15	15	4
	The University of Hong Kong	-	-	22
	Total	15	15	26
2014/15	The Hong Kong Polytechnic University	-	-	N.A.
	The University of Hong Kong	25	22	N.A.
	Total	25	22	N.A.

## Notes:

1. As a general practice and to ensure timely and quality response to Members' questions, we only provide budget-related information for up to five years.
2. Information on graduates for 2014/15 is not yet available. 'N.A.' denotes 'not available'.
3. '-' denotes nil.
4. Figures of student intakes for 2014/15 are provisional.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB584**

**(Question Serial No. 6974)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding local clinical psychology programmes, will the Government inform this Committee of the numbers of places, student intakes and graduates and the amount of subsidies for these programmes by institution in each of the past 5 years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 715)

Reply:

The University Grants Committee (UGC)-funded full-time programmes in clinical psychology are offered at the taught postgraduate (TPg) level only. The approved intake places and student intakes of these programmes for the 2010/11 to 2014/15 academic years and the number of graduates for the 2010/11 to 2013/14 academic years by institution are at Annex. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit cost per annum at TPg level for the 2010/11 to 2013/14 academic years was \$198,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). The average student unit cost for the 2014/15 academic year is not yet available.

**Approved Intake Places, Student Intakes and Number of Graduates of UGC-funded Taught  
Postgraduate Programmes of Clinical Psychology, 2010/11 to 2014/15**

(Headcount)

Academic Year	Institution	Approved Intake Places	Student Intakes	Number of Graduates
2010/11	The Chinese University of Hong Kong	12	12	11
	The University of Hong Kong	19	19	3
	Total	31	31	14
2011/12	The Chinese University of Hong Kong	12	11	10
	The University of Hong Kong	-	-	15
	Total	12	11	25
2012/13	The Chinese University of Hong Kong	19	19	11
	The University of Hong Kong	19	19	2
	Total	38	38	13
2013/14	The Chinese University of Hong Kong	19	18	18
	The University of Hong Kong	-	-	17
	Total	19	18	35
2014/15	The Chinese University of Hong Kong	19	18	N.A.
	The University of Hong Kong	19	18	N.A.
	Total	38	36	N.A.

## Notes:

1. Information on graduates for 2014/15 is not yet available. 'N.A.' denotes 'not available'.
2. '-' denotes nil.
3. Figures of student intakes for 2014/15 are provisional.

- End -

**CONTROLLING OFFICER'S REPLY****EDB585****(Question Serial No. 6975)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the achievements of the University Grants Committee (UGC) on internationalisation and non-local students, will the Government inform this Committee of:

1. whether the UGC has any plan to change the existing quota of up to 20% of the approved student number imposed on UGC-funded institutions for admitting non-local students to UGC-funded programmes; if yes, the details; if no, the reasons;
2. the number of exchange students admitted to UGC-funded institutions in Hong Kong in each of the past 5 years, with a breakdown by place of origin of such students;
3. the number of local students participating in exchange programmes outside Hong Kong in each of the past 5 years, with a breakdown by exchange destination and original institution; and
4. the details, implementation timetable and estimated expenditure regarding "various other initiatives ... introduced in the triennium to incentivise institutions to further enhance its efforts in internationalisation and engagement with the Mainland" as mentioned by the UGC?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 716)

Reply:

1. Under the existing policy of the Government, University Grants Committee (UGC)-funded institutions may admit non-local students to their sub-degree, undergraduate and taught postgraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number of these programmes. Non-local students are primarily admitted through over-enrolment beyond the approved student number targets and institutions will process applications for admission from non-local students independently of those applications from local students. A 20% quota of the approved student number for admission of non-local students is comparable with international benchmarks of countries or regions with good-quality universities. Currently we do not have plan to adjust the concerned ratio.
2. The number of incoming exchange students admitted to full-time UGC-funded programmes with breakdown by place of home institution for 2009/10 to 2013/14 academic years are at **Annex A**. We do not have statistics with breakdown by place of origin of incoming exchange students.
3. The number of local outgoing exchange students of full-time UGC-funded programmes with breakdown by local institution and place of destination for 2009/10 to 2013/14 academic years are at **Annex B**.

4. In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, following a strategic dialogue with institutions, the UGC has provided \$20 million (to be matched with funds from the eight institutions) to institutions to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. The four initiatives include (i) funding student-initiated projects or initiatives that encourage multi-cultural integration; (ii) setting up a Hong Kong Pavilion in international education conferences to promote Hong Kong's higher education sector as a united entity; (iii) establishing a sector-wide search engine to provide easier access to information of institutions and programmes they offer for prospective students; and (iv) subsidising financially-needy students to travel to places outside Hong Kong for exchange activities.

**Number of Incoming Exchange Students of Full-time UGC-funded Programmes  
by Place of Home Institution, 2009/10 to 2013/14 Academic Years**

(Headcount)

Place of Home Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
The Mainland of China	579	686	682	753	848
Other Parts of Asia	439	478	620	594	786
Europe	1 256	1 415	1 590	1 716	2 095
Africa	4	3	3	6	3
Oceania	130	144	174	171	191
Central and South America	30	28	34	29	40
North America	1 206	1 218	1 311	1 357	1 400
<b>Total</b>	<b>3 644</b>	<b>3 972</b>	<b>4 414</b>	<b>4 626</b>	<b>5 363</b>

Note:

1. Incoming exchange students refer to students from non-local partner institutions who enrol in credit-bearing courses of UGC-funded full-time long undergraduate and postgraduate programmes (i.e. programmes of duration of at least one year) for at least one semester (including summer semester) due to exchange activities.

**Number of Local Outgoing Exchange Students of Full-time UGC-funded Programmes  
by Local Institution and Place of Destination, 2009/10 to 2013/14 Academic Years**

(Headcount)

Academic Year	Place of Destination	Local Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2009/10	The Mainland of China	63	20	39	50	17	92	53	33	367
	Other Parts of Asia	83	18	24	113	15	21	75	64	413
	Europe	205	66	28	191	47	110	220	179	1 046
	Africa	-	-	-	2	-	-	-	-	2
	Oceania	30	10	-	12	4	3	6	40	105
	Central and South America	-	2	-	6	-	-	-	1	9
	North America	131	29	44	173	7	39	136	97	656
<b>Total</b>		<b>512</b>	<b>145</b>	<b>135</b>	<b>547</b>	<b>90</b>	<b>265</b>	<b>490</b>	<b>414</b>	<b>2 598</b>
2010/11	The Mainland of China	68	21	43	64	31	85	72	35	419
	Other Parts of Asia	82	34	24	129	13	22	117	36	457
	Europe	207	89	34	233	43	85	230	206	1 127
	Africa	-	-	-	1	-	-	-	-	1
	Oceania	26	6	5	30	4	2	7	54	134
	Central and South America	-	2	3	11	-	-	3	5	24
	North America	123	40	45	162	8	35	145	153	711
<b>Total</b>		<b>506</b>	<b>192</b>	<b>154</b>	<b>630</b>	<b>99</b>	<b>229</b>	<b>574</b>	<b>489</b>	<b>2 873</b>
2011/12	The Mainland of China	75	9	28	74	43	105	45	21	400
	Other Parts of Asia	96	36	66	116	20	16	117	44	511
	Europe	249	94	71	238	65	91	216	243	1 267
	Africa	-	-	-	1	-	-	-	2	3
	Oceania	35	8	3	39	4	4	8	70	171
	Central and South America	-	3	4	9	-	-	8	5	29
	North America	117	30	80	178	11	32	121	164	733
<b>Total</b>		<b>572</b>	<b>180</b>	<b>252</b>	<b>655</b>	<b>143</b>	<b>248</b>	<b>515</b>	<b>549</b>	<b>3 114</b>
2012/13	The Mainland of China	93	23	31	71	36	70	57	46	427
	Other Parts of Asia	121	52	86	129	33	27	171	56	675
	Europe	277	104	112	261	42	109	228	302	1 435
	Africa	-	-	-	2	-	-	-	1	3
	Oceania	36	14	3	26	5	4	4	53	145
	Central and South America	-	-	6	12	-	-	2	2	22
	North America	105	36	65	179	16	40	115	162	718
<b>Total</b>		<b>632</b>	<b>229</b>	<b>303</b>	<b>680</b>	<b>132</b>	<b>250</b>	<b>577</b>	<b>622</b>	<b>3 425</b>
2013/14	The Mainland of China	132	15	20	54	21	114	56	55	467
	Other Parts of Asia	223	45	133	144	35	67	210	127	984
	Europe	314	118	128	297	47	291	285	418	1 898
	Africa	-	-	-	1	-	-	-	2	3
	Oceania	48	11	5	47	3	20	6	66	206
	Central and South America	2	-	8	14	-	-	-	2	26
	North America	126	45	61	194	9	57	127	191	810
<b>Total</b>		<b>845</b>	<b>234</b>	<b>355</b>	<b>751</b>	<b>115</b>	<b>549</b>	<b>684</b>	<b>861</b>	<b>4 394</b>

Notes:

1. Local outgoing exchange students refer to local students of UGC-funded full-time long undergraduate and postgraduate programmes (i.e. programmes of duration of at least one year) who enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.
2. '-' denotes 'nil'.

3. Abbreviations:

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

- End -

**CONTROLLING OFFICER'S REPLY****EDB586****(Question Serial No. 6978)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the work of the University Grants Committee (UGC) on "Importance of Teaching", the UGC states that "time-limited funding of \$95 million has been earmarked for providing extra resources to institutions in the 2013/14 and 2014/15 academic years to motivate them to accelerate the adoption of necessary pedagogical changes and innovations".

Last year, the Government pointed out in a reply to this Committee (Question Serial No. 6260) that the UGC would allocate grants "for the specific purpose of" enhancing teaching and learning, which "include (i) \$37.6 million per annum as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$5 million per annum to support professional development activities of all frontline teaching staff; (iii) up to \$1.5 million per annum for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; (iv) a fund of \$16 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions; and (v) \$7 million to support inter-institutional collaborative projects for the enhancement of teaching and learning." In this regard, would the Government please inform this Committee of the following:

1. What are the action plan, details and expenditures relating to the time-limited funding of \$95 million?
2. On Teaching Development Grant, what are the incentives adopted by the Government and the effectiveness of such incentives in enriching the learning environment of the institutions?
3. On supporting professional development activities of all frontline teaching staff, what are the names and contents of the activities, the number of participating teaching staff and the expenditure for each activity?
4. On the provision of start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions, what are the details?
5. On the support of inter-institutional collaborative projects, what are the details of the projects and the expenditure items of various projects?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 719)

Reply:

The University Grants Committee (UGC) attaches great importance to quality teaching and learning. In the 2015/16 academic year, over 75 per cent of the Block Grant is purported for teaching. In particular, the UGC has allocated various grants for the specific purpose of enhancing the teaching and learning of the



UGC-funded institutions.

Regarding parts (1) and (5) of the question, given their similar nature, the \$7 million earmarked by the UGC to support inter-institutional collaborative projects for the enhancement of teaching and learning has been subsumed into a new funding scheme, totalling up to \$95 million, to support teaching and learning proposals in the 2013/14 and 2014/15 academic years. This new scheme aims at motivating institutions to accelerate the adoption of necessary pedagogical changes and innovations through supporting worthwhile initiatives proposed by the UGC-funded institutions that will help meet the learning needs of the new generation of students and enhance students' learning experience. The initiatives are supported under three broad categories, namely, theme-based projects, collaborative forums and professional development activities. The UGC-funded institutions also contribute part of the individual project cost.

The funding scheme has received positive response from the institutions, with a total of 54 proposals received. Many of the proposals are collaborative in nature, which will be of great benefit to the development of teaching and learning of the sector as a whole. An assessment panel, with the participation of external experts, has been set up to evaluate the proposals. After two rounds of assessment, 23 proposals are supported under the funding scheme. The projects are expected to be completed in the coming three years.

Regarding part (2) of the question, the UGC has been providing institutions with Teaching Development Grant to encourage the adoption of innovative approaches to teaching, to improve the quality of the learning environment, and to underline the UGC's recognition and strong support for teaching and learning. Institutions have used the funding on projects that facilitate the enhancement of teaching and learning, such as exploration of creative teaching methods, use of new technologies in education, enhancement and support for curriculum development and promotion of good teaching practices. In the 2015/16 academic year, \$45.4 million will continue to be disbursed mainly based on the student numbers at undergraduate and sub-degree levels as direct allocation to institutions.

On part (3) of the question, to better prepare our front-line teaching staff for the new four-year curriculum, the UGC has allocated an annual funding of \$5 million in the 2012-15 triennium to institutions for the provision of more professional development and training opportunities for their staff, with the goal of enhancing the quality of teaching and learning. Institutions have conducted various kinds of professional development activities which they see fit, including the organisation of seminars and retreats; provision of assistance in attending overseas teaching and learning conferences and workshops; and development of online professional development resources. The UGC will continue to allocate a total funding of \$5 million to institutions in the 2015/16 academic year to further conduct professional development activities.

Regarding part (4) of the question, one of the recommendations on revitalisation of teaching in the UGC's "Aspirations for the Higher Education System in Hong Kong" report published in 2010 is to provide seed funding to bring together a network of outstanding higher-education educators in Hong Kong to lead communities of practice both within and across institutions. To take forward this recommendation, the UGC has allocated around \$16 million in the 2012-15 triennium to meet the start-up costs of the establishment of communities of practice in institutions, with the goal of enhancing the quality of teaching and learning. Institutions have conducted various kinds of communities' activities which they see fit, including the organisation of sharing sessions; creation of web-based platform to facilitate sharing by community members; and provision of assistance/relief on teaching/research to facilitate members' participation in the communities. The UGC will continue to allocate a total funding of \$4 million to institutions in the 2015/16 academic year to further conduct communities of practice activities.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB587**

**(Question Serial No. 7040)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding senior year top-up degree programmes offered by the University Grants Committee (UGC)-funded institutions, will the UGC provide the following information by institution and programme:

the approved senior year student intakes of UGC-funded undergraduate programmes in 2015/16 and the past 4 years; and

the actual intakes of such programmes in the past 4 years; and

the number of graduates of publicly-funded and self-financing sub-degree programmes in the past 4 years; and

the number of applications for senior year top-up degree programmes received by the 8 UGC-funded universities and the number of successful applications?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 895)

Reply:

The number of approved senior year undergraduate places of the University Grants Committee (UGC)-funded programmes for the 2011/12 to 2015/16 academic years and the number of students admitted to these senior year places for 2011/12 to 2014/15 academic years are at Annexes A and B respectively. The number of graduates of full-time UGC-funded sub-degree programmes for 2011/12 to 2013/14 academic years are at Annex C. The number of graduates of self-financing sub-degree programmes offered by UGC-funded institutions for 2011/12 to 2013/14 academic years are at Annex D. Information on graduates for 2014/15 is not yet available. There is no information on the number of applications for senior year top-up degree programmes received by the UGC-funded universities and the number of successful applications.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2011/12 to 2015/16 Academic Years**

Institution	Programme	Academic Years				
		2011/12	2012/13	2013/14	2014/15	2015/16
CityU	Bachelor of Arts	149	124	185	269	277
	Bachelor of Arts/Bachelor of Science	-	72	72	90	96
	Bachelor of Business Administration	286	286	286	347	367
	Bachelor of Engineering	31	51	64	167	151
	Bachelor of Science	62	78	87	115	171
	Bachelor of Social Sciences	156	184	233	321	333
	<b>Sub-total</b>	<b>684</b>	<b>795</b>	<b>927</b>	<b>1 309</b>	<b>1 395</b>
HKBU	Bachelor of Arts *	59	76	92	126	130
	Bachelor of Business Administration	42	58	74	106	114
	Bachelor of Science	31	38	45	59	68
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	61	77	107	136
	<b>Sub-total</b>	<b>178</b>	<b>233</b>	<b>288</b>	<b>398</b>	<b>448</b>
LU	Bachelor of Arts	52	52	52	52	54
	Bachelor of Business Administration	44	44	44	44	46
	Bachelor of Social Sciences	28	28	28	28	30
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>130</b>
CUHK	Bachelor of Arts	34	34	65	73	77
	Bachelor of Business Administration	10	10	10	10	10
	Bachelor of Engineering	30	30	30	32	33
	Bachelor of Nursing	60	60	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	15	65	105	151	161
	Bachelor of Social Sciences	6	36	45	59	63
	<b>Sub-total</b>	<b>155</b>	<b>235</b>	<b>315</b>	<b>385</b>	<b>404</b>
HKIED	Bachelor of Arts	-	13	27	34	36
	Bachelor of Social Sciences	-	7	14	46	48
	<b>Sub-total</b>	<b>-</b>	<b>20</b>	<b>41</b>	<b>80</b>	<b>84</b>
PolyU	Bachelor of Arts	226	299	336	216	216
	Bachelor of Arts/Bachelor of Science	-	-	-	365	378
	Bachelor of Business Administration	48	54	62	-	-
	Bachelor of Business Administration/Bachelor of Science	85	93	103	241	209
	Bachelor of Engineering	93	100	151	40	40
	Bachelor of Engineering/Bachelor of Science	-	-	-	235	312
	Bachelor of Nursing	40	40	40	40	40
	Bachelor of Science	202	219	245	182	190
	<b>Sub-total</b>	<b>694</b>	<b>805</b>	<b>937</b>	<b>1 319</b>	<b>1 385</b>
HKUST	Bachelor of Business Administration	-	15	15	15	18
	Bachelor of Engineering	57	65	65	65	85
	Bachelor of Science	-	20	20	20	17
	<b>Sub-total</b>	<b>57</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>120</b>
HKU	Bachelor of Arts	27	35	50	50	54
	Bachelor of Business Administration	-	-	-	30	30
	Bachelor of Engineering	-	20	30	30	32
	Bachelor of Nursing	-	25	25	25	25
	Bachelor of Science	48	65	110	110	116

	Bachelor of Social Sciences	20	30	40	40	42
	<b>Sub-total</b>	<b>95</b>	<b>175</b>	<b>255</b>	<b>285</b>	<b>299</b>
<b>Total</b>		<b>1 987</b>	<b>2 487</b>	<b>2 987</b>	<b>4 000</b>	<b>4 265</b>

Notes:

- \* Including 7 places for Bachelor of Arts in Translation where the students will undertake sandwich option during 2015/16 and are expected to complete their final year of study in 2016/17.
- Abbreviations for Institutions are as follows:

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

**Number of Students Admitted to Senior Year Places of UGC-funded Undergraduate Programmes by Institution and Programme, 2011/12 to 2014/15 Academic Years**

(Headcount)

Institution	Programme	Academic Year			
		2011/12	2012/13	2013/14	2014/15 <sup>#</sup>
CityU	Bachelor of Arts	150	117	186	326
	Bachelor of Arts/Bachelor of Science	-	63	72	-
	Bachelor of Business Administration	281	287	300	355
	Bachelor of Engineering	21	25	58	129
	Bachelor of Science	61	75	87	167
	Bachelor of Social Sciences	157	183	231	321
	<b>Sub-total</b>	<b>670</b>	<b>750</b>	<b>934</b>	<b>1 298</b>
HKBU	Bachelor of Arts	64	82	89	122
	Bachelor of Business Administration	42	61	78	97
	Bachelor of Science	31	35	41	58
	Bachelor of Social Sciences	41	53	80	116
	<b>Sub-total</b>	<b>178</b>	<b>231</b>	<b>288</b>	<b>393</b>
LU	Bachelor of Arts	49	44	53	52
	Bachelor of Business Administration	46	47	43	44
	Bachelor of Social Sciences	30	32	28	28
	<b>Sub-total</b>	<b>125</b>	<b>123</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	44	43	78	94
	Bachelor of Business Administration	14	14	18	15
	Bachelor of Engineering	12	13	11	15
	Bachelor of Nursing	60	60	60	57
	Bachelor of Science	13	65	89	138
	Bachelor of Social Sciences	12	38	55	65
	<b>Sub-total</b>	<b>155</b>	<b>233</b>	<b>311</b>	<b>384</b>
HKIED	Bachelor of Arts	-	13	22	33
	Bachelor of Social Sciences	-	7	14	47
	<b>Sub-total</b>	<b>-</b>	<b>20</b>	<b>36</b>	<b>80</b>
PolyU	Bachelor of Arts	229	304	357	531
	Bachelor of Business Administration	25	60	69	240
	Bachelor of Business Administration/Bachelor of Science	90	95	111	-
	Bachelor of Engineering	133	137	158	217
	Bachelor of Nursing	40	40	40	40
	Bachelor of Science	245	249	293	381
	Broad Discipline of Computing	-	-	-	40
	<b>Sub-total</b>	<b>762</b>	<b>885</b>	<b>1 028</b>	<b>1 449</b>
HKUST	Bachelor of Engineering	57	96	93	78
	Bachelor of Science	-	4	7	22
	<b>Sub-total</b>	<b>57</b>	<b>100</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	27	35	50	51
	Bachelor of Business Administration	-	-	-	20
	Bachelor of Engineering	-	17	26	32
	Bachelor of Nursing	-	25	25	25
	Bachelor of Science	54	67	112	116
	Bachelor of Social Sciences	21	32	40	41
	<b>Sub-total</b>	<b>102</b>	<b>176</b>	<b>253</b>	<b>285</b>
<b>Total</b>		<b>2 049</b>	<b>2 518</b>	<b>3 074</b>	<b>4 113</b>

Notes:

1. # Provisional figures.
2. Abbreviations for Institutions are as follows:

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

**Number of Graduates of Full-time UGC-funded Sub-degree Programmes by Institution,  
2010/11 to 2013/14 Academic Years**

(Headcount)

Institution	Academic Year			
	2010/11	2011/12	2012/13	2013/14
City University of Hong Kong	344	401	475	402
The Hong Kong Institute of Education	1 415	1 360	1 261	1 370
The Hong Kong Polytechnic University	1 580	1 491	1 439	1 480
<b>Total</b>	<b>3 339</b>	<b>3 252</b>	<b>3 175</b>	<b>3 252</b>

**Number of Graduates of Full-time Locally-accredited Self-financing Sub-degree Programmes  
Offered by UGC-funded Institutions and their Subsidiaries, by Institution, from 2010 to 2013**

<b>Institution</b>	<b>Number of Graduates in</b>			
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	2 484	2 662	2 703	2 859
HKU SPACE Po Leung Kuk Community College	368	580	753	1 309
Hong Kong Baptist University and its School of Continuing Education and College of International Education	653	743	1 136	1 509
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	281	327	553	895
The Chinese University of Hong Kong - School of Continuing and Professional Studies,	892	789	919	1 484
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	333	241	344	-
The Hong Kong Institute of Education	90	113	180	185
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	1 997	2 499	3 260	3 550
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 147	2 195	1 978	2 562

Note: “-” denotes nil.

- End -



**CONTROLLING OFFICER'S REPLY****EDB588****(Question Serial No. 4109)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

1. Please list, by institution and by programme, the following details for the past 5 years (2010/11 to 2014/15 academic years):
  - a. The numbers of places and students and the tuition fees of funded Associate Degree (AD) and Higher Diploma (HD) programmes run by the University Grants Committee (UGC)-funded institutions.
  - b. The numbers of places and students and the tuition fees of self-financing AD and HD programmes run by UGC-funded institutions.
  - c. The expenditure involved in and revenue arising from the running of funded AD and HD programmes by UGC-funded institutions.
  - d. The expenditure involved in and revenue arising from the running of self-financing AD and HD programmes by UGC-funded institutions.
2. Please list, by institution, the overall surpluses, donations received, total funds and liabilities of UGC-funded institutions for the past 5 years (2010/11 to 2014/15 academic years).
3. Please list, by institution, the overall surpluses, donations received, total funds and liabilities of the self-financing arms of UGC-funded institutions for the past 5 years (2010/11 to 2014/15 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 70)Reply:

- 1a. The approved intake places, approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree programmes by institution and broad academic programme category from the 2010/11 to 2014/15 academic years are at Annex A. The tuition fees for the programmes are \$15,040 per annum for the Hong Kong Institute of Education and \$31,575 per annum for other UGC-funded institutions.
- b. According to the information provided by the institutions, the number of intake places, actual intakes and tuition fees of full-time locally-accredited self-financing sub-degree programmes provided by the UGC-funded institutions from the 2010/11 to 2014/15 academic years by institution and broad academic programme category are at Annex B.
- c. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the sub-degree programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. It is noteworthy that based on the information as reported by the institutions, the average student unit costs per annum of a UGC-funded sub-degree place for the 2010/11 to 2013/14 academic years was \$142,000, the bulk of which is subsidised by Government subvention with the remainder

funded by income from tuition fee (i.e. \$15,040 per annum for the Hong Kong Institute of Education and \$31,575 per annum for other UGC-funded institutions). The average student unit cost for the 2014/15 academic year and beyond is not yet available. We do not have information on income generated by the UGC-funded sub-degree programmes.

- d. We do not have information on the expenditure involved and income generated by the self-financing AD and HD programmes by UGC-funded institutions.
- 2 Based on the annual financial reports of the eight UGC-funded institutions, the surpluses / deficits, donations received, total funds and liabilities of each institution for the 2010/11 to 2013/14 academic years is at Annex C. Information for the 2014/15 academic year is not available.
- 3 Based on the information as reported by institutions, the information on surpluses / deficits of self-financed programmes offered by UGC-funded institutions proper, their community colleges and other self-financing education arms for the 2010/11 to 2013/14 academic years is at Annex D. We do not have the information on donations received, total funds and liabilities of the self-financing arms of UGC-funded institutions for the 2010/11 to 2014/15 academic years.

**Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded  
Sub-degree Programmes by Institution and Broad Academic Programme Category,  
2010/11 to 2014/15**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
2010/11	CityU	Sciences	-	-	1
		Engineering and Technology	432	841	729
		Social Sciences	46	98	88
		Arts and Humanities	40	80	82
		<b>Sub-total</b>	<b>518</b>	<b>1 019</b>	<b>900</b>
	HKIEd	Sciences	13	31	73
		Social Sciences	4	9	11
		Arts and Humanities	42	105	150
		Education	673^	1 178^	750
		<b>Sub-total</b>	<b>731</b>	<b>1 323</b>	<b>983</b>
	PolyU	Medicine, Dentistry and Health	160	342	344
		Sciences	127	255	276
		Engineering and Technology	767	1 573	1 677
		Business and Management	285	741	817
		Social Sciences	40	115	127
		Arts and Humanities	158	316	312
		<b>Sub-total</b>	<b>1 537</b>	<b>3 342</b>	<b>3 553</b>
	<b>Total</b>		<b>2 787</b>	<b>5 683</b>	<b>5 437</b>
2011/12	CityU	Engineering and Technology	432	841	922
		Social Sciences	40	86	96
		Arts and Humanities	40	80	84
		<b>Sub-total</b>	<b>512</b>	<b>1 007</b>	<b>1 102</b>
	HKIEd	Sciences	13	28	70
		Social Sciences	4	8	10
		Arts and Humanities	42	90	136
		Education	673^	1 104^	760
		<b>Sub-total</b>	<b>731</b>	<b>1 230</b>	<b>977</b>
	PolyU	Medicine, Dentistry and Health	160	480	484
		Sciences	127	255	269
		Engineering and Technology	767	1 573	1 655
		Business and Management	285	633	690
		Social Sciences	40	98	116
		Arts and Humanities	158	316	314
		<b>Sub-total</b>	<b>1 537</b>	<b>3 354</b>	<b>3 527</b>
	<b>Total</b>		<b>2 781</b>	<b>5 591</b>	<b>5 606</b>

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
2012/13	CityU	Engineering and Technology	432	841	968
		Social Sciences	-	40	48
		Arts and Humanities	-	40	36
		<b>Sub-total</b>	<b>432</b>	<b>921</b>	<b>1 052</b>
	HKIEd	Sciences	16	31	60
		Social Sciences	3	7	6
		Arts and Humanities	34	77	111
		Education	329	971	747
		<b>Sub-total</b>	<b>381</b>	<b>1 086</b>	<b>924</b>
	PolyU	Medicine, Dentistry and Health	160	480	489
		Sciences	127	255	287
		Engineering and Technology	767	1 573	1 620
		Business and Management	280	639	671
		Social Sciences	40	80	100
		Arts and Humanities	153	311	313
		<b>Sub-total</b>	<b>1 527</b>	<b>3 338</b>	<b>3 481</b>
	<b>Total</b>		<b>2 340</b>	<b>5 345</b>	<b>5 457</b>
2013/14	CityU	Engineering and Technology	432	841	914
		Arts and Humanities	-	-	2
		<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>916</b>
	HKIEd	Sciences	16	35	56
		Social Sciences	3	5	5
		Arts and Humanities	34	73	76
		Education	329	1 045	704
		<b>Sub-total</b>	<b>381</b>	<b>1 158</b>	<b>841</b>
	PolyU	Medicine, Dentistry and Health	-	320	319
		Sciences	127	255	311
		Engineering and Technology	701	1 507	1 576
		Business and Management	201	584	610
		Social Sciences	35	75	106
		Arts and Humanities	126	279	290
		<b>Sub-total</b>	<b>1 190</b>	<b>3 020</b>	<b>3 212</b>
	<b>Total</b>		<b>2 003</b>	<b>5 019</b>	<b>4 969</b>
2014/15 <sup>#</sup>	CityU	Engineering and Technology	432	841	903
		<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>903</b>
	HKIEd	Sciences	16	33	85
		Social Sciences	3	5	7
		Arts and Humanities	34	67	80
		Education	329	1 007	735
		<b>Sub-total</b>	<b>381</b>	<b>1 113</b>	<b>907</b>
	PolyU	Medicine, Dentistry and Health	-	160	153
		Sciences	127	255	288
		Engineering and Technology	648	1 349	1 425

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
		Business and Management	128	329	473
		Social Sciences	-	35	47
		Arts and Humanities	114	240	248
		<b>Sub-total</b>	<b>1 017</b>	<b>2 367</b>	<b>2 634</b>
	<b>Total</b>		<b>1 830</b>	<b>4 321</b>	<b>4 444</b>

**Notes:**

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (i.e. 216 in 2010/11 and 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
3. '-' denotes nil.
4. # The student enrolment for the 2014/15 academic year are provisional figures.
5. Abbreviations:
 

CityU	City University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University

**Annex B**

**Intake Places, Actual Intakes and Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree Programmes Offered by UGC-funded Institutions  
by Institution and Broad Academic Programme Category, 2010/11 to 2014/15**

UGC-funded Institution	Broad Academic Programme Category	2010/11			2011/12			2012/13			2013/14			2014/15		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>
City University of Hong Kong	Arts & Humanities	1 680	1 861	36,000 - 45,000	1 350	1 298	36,000 - 45,000	900	907	47,250	875	786	47,250	875	<sup>[2]</sup>	47,250
	Business & Management	1 410	1 112	45,000	1 130	1 122	45,000	1 125	1 179	47,250	1 175	1 128	47,250	1125	<sup>[2]</sup>	47,250
	Engineering & Technology	150	175	45,000	190	239	45,000	250	219	47,250	175	221	47,250	175	<sup>[2]</sup>	47,250
	Sciences	350	379	45,000	390	352	45,000	375	405	47,250	400	363	47,250	400	<sup>[2]</sup>	47,250
	Social Sciences	825	722	45,000 - 53,100	770	787	45,000 - 53,100	875	901	47,250 - 56,250	875	872	47,250 - 56,250	850	<sup>[2]</sup>	47,250 - 56,250
Hong Kong Baptist University	Arts & Humanities	840	1 557	36,000 - 48,750	900	1 045	36,000 - 48,750	1 030	991	48,750	660	582	48,750	676	<sup>[2]</sup>	47,250 - 48,750
	Business & Management	360	349	48,750	370	477	48,750	780	609	48,750	430	373	48,750	502	<sup>[2]</sup>	47,250 - 48,750
	Education	60	87	45,780	30	70	45,780	120	151	58,720	130	121	66,978	-	<sup>[2]</sup>	-
	Engineering & Technology	30	0	48,750	-	-	-	-	-	-	-	-	-	-	<sup>[2]</sup>	-
	Sciences	90	111	48,750	140	188	48,750	310	347	48,750	310	213	48,750	285	<sup>[2]</sup>	48,750
	Social Sciences	500	409	48,750 - 50,000	545	510	48,750 - 50,000	850	755	48,750 - 50,000	525	454	48,750 - 50,000	610	<sup>[2]</sup>	48,750 - 55,000
Lingnan University	Arts & Humanities	516	613	35,000 - 50,000	562	589	35,000 - 50,000	829	960	43,800 - 50,000	415	316	43,800 - 50,000	425	<sup>[2]</sup>	43,800 - 50,000
	Business & Management	734	794	35,000 - 50,000	743	847	35,000 - 50,000	1 238	1 735	43,800 - 50,000	1 065	636	43,800 - 50,000	730	<sup>[2]</sup>	43,800 - 50,000
	Education	119	96	35,000 - 43,800	92	103	35,000 - 43,800	100	55	43,800	70	99	43,800	125	<sup>[2]</sup>	43,800
	Medicine, Dentistry & Health	-	-	-	10	0	35,000	-	-	-	-	-	-	-	<sup>[2]</sup>	-
	Sciences	159	83	35,000 - 43,800	84	78	35,000 - 43,800	121	59	43,800	75	27	43,800	-	<sup>[2]</sup>	-
	Social Sciences	354	243	35,000 - 50,000	309	381	35,000 - 50,000	592	705	43,800 - 50,000	375	255	43,800 - 50,000	385	<sup>[2]</sup>	43,800 - 50,000

UGC-funded Institution	Broad Academic Programme Category	2010/11			2011/12			2012/13			2013/14			2014/15		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>
The Chinese University of Hong Kong	Arts & Humanities	420	473	40,833 - 46,000	338	391	41,133 - 46,000	451	430	45,300 - 46,500	522	366	46,778 - 49,748	557	<sup>[2]</sup>	45,140 - 49,748
	Business & Management	626	750	40,333 - 47,750	480	459	40,333 - 49,150	652	553	42,000 - 49,150	667	354	45,500 - 49,810	510	<sup>[2]</sup>	45,500 - 49,810
	Engineering & Technology	50	37	40,333 - 43,000	50	32	40,333 - 43,000	38	41	43,000	56	18	46,900	28	<sup>[2]</sup>	46,900
	Medicine, Dentistry & Health	-	-	-	-	-	-	-	-	-	115	74	47,613 - 49,078	116	<sup>[2]</sup>	48,425 - 49,915
	Sciences	140	187	40,333 - 46,250	140	122	40,333 - 46,250	169	259	42,000 - 49,000	124	50	45,225 - 47,685	84	<sup>[2]</sup>	45,225 - 47,685
	Social Sciences	96	150	40,667 - 45,000	85	97	40,667 - 45,300	110	127	45,000 - 46,500	166	117	47,250 - 49,130	206	<sup>[2]</sup>	48,510 - 57,375
The Hong Kong Institute of Education	Arts & Humanities	230	296	31,800 - 41,800	470	251	31,800 - 41,800	60	59	41,800	60	60	48,100	60	<sup>[2]</sup>	48,100
	Business & Management	30	44	41,800	80	42	41,800	-	-	-	-	-	-	-	<sup>[2]</sup>	-
	Education	40	60	41,800	230	177	41,800	180	227	41,800	190	121	48,100	126	<sup>[2]</sup>	48,100
	Sciences	10	0	41,800	-	-	-	-	-	-	-	-	-	-	<sup>[2]</sup>	-
	Social Sciences	40	45	46,800	90	45	46,800	45	47	46,800	-	-	-	70	<sup>[2]</sup>	65,000
The Hong Kong Polytechnic University	Arts & Humanities	1 250	824	39,600 - 49,875	810	743	39,600 - 52,470	736	624	49,200 - 52,440	670	454	50,400 - 53,760	470	<sup>[2]</sup>	50,400 - 53,760
	Business & Management	1 500	1 713	45,000	1 442	1 848	47,400	1 901	1 991	49,200	1 645	1 601	50,400	1 660	<sup>[2]</sup>	50,400
	Engineering & Technology	220	296	45,000 - 49,875	250	377	47,400 - 52,140	326	393	49,200 - 54,120	270	312	50,400 - 55,440	330	<sup>[2]</sup>	50,400 - 55,440
	Medicine, Dentistry & Health	300	324	47,925	300	276	50,520	310	331	51,240	335	429	52,560	330	<sup>[2]</sup>	52,560
	Sciences	280	397	45,000	340	454	47,400	450	491	49,200	355	333	50,400	330	<sup>[2]</sup>	50,400
	Social Sciences	500	647	45,000	600	681	47,400	777	874	49,200	725	681	50,400	680	<sup>[2]</sup>	50,400

UGC-funded Institution	Broad Academic Programme Category	2010/11			2011/12			2012/13			2013/14			2014/15		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>
The University of Hong Kong	Arts & Humanities	1 080	1 497	42,800	536	632	42,800 - 49,800	875	839	52,500	761	399	45,000 - 52,500	431	<sup>[2]</sup>	52,500
	Business & Management	885	817	46,800 - 49,133	629	577	49,800	1 219	1 879	52,500	1 439	794	52,500	1 319	<sup>[2]</sup>	52,500
	Engineering & Technology	285	277	46,800 - 50,300	192	313	49,800 - 50,800	490	852	52,500 - 54,600	835	511	52,500 - 54,600	765	<sup>[2]</sup>	52,500 - 54,600
	Medicine, Dentistry & Health	69	64	48,800 - 59,000	63	77	49,800 - 59,000	224	225	52,500 - 62,000	272	169	52,500 - 72,000	284	<sup>[2]</sup>	52,500 - 72,000
	Sciences	400	530	46,800 - 48,800	430	499	49,800	670	863	52,500	475	362	52,500	490	<sup>[2]</sup>	52,500
	Social Sciences	238	245	46,800 - 48,800	218	235	49,800	423	523	52,500	438	297	52,500	388	<sup>[2]</sup>	52,500

**Notes:**

[1] Tuition fee information does not include the three-year sub-degree programmes provided under the old academic structure.

[2] Figures not yet available.

‘-’ Denotes no relevant programmes were offered.



**Surplus / Deficit, donations received, total funds and liabilities of UGC-funded institutions  
(2010/11 - 2013/14 academic years)**

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
<b>Surplus / (Deficit) for the year (\$ million)</b>								
2010/11	466	269	144	1,149	82	144	352	1,467
2011/12	(380)	(110)	(17)	186	7	154	(96)	(680)
2012/13	321	585	319	2,573	89	554	875	2,225
2013/14	422	503	58	1,448	132	831	590	2,461
<b>Donations received for the year (\$ million)</b>								
2010/11	153	53	37	386	19	131	39	695
2011/12	76	95	12	260	11	135	27	287
2012/13	131	208	58	1,156	17	220	344	1,112
2013/14	106	109	19	464	40	208	84	1,509
<b>Total funds</b> <sup>(Note 2)</sup> (\$ million)								
2010/11	6,151	4,069	1,681	13,305	2,673	5,475	7,957	17,053
2011/12	6,153	4,397	1,798	14,481	2,699	6,487	8,234	18,108
2012/13	6,596	4,964	2,131	17,299	2,735	7,494	9,372	20,669
2013/14	6,960	5,471	2,226	18,697	2,820	8,545	10,050	23,277
<b>Total liabilities</b> <sup>(Note 3)</sup> (\$ million)								
2010/11	2,668	1,120	380	2,223	423	3,651	1,056	3,040
2011/12	2,648	1,029	450	2,131	469	3,899	1,131	3,354
2012/13	2,715	1,265	367	2,302	427	4,212	1,072	3,211
2013/14	2,480	1,338	376	2,464	440	4,041	1,165	3,462

Source: Financial Reports of institutions.

**Abbreviations:**

CityU	City University of Hong Kong	HKIEd	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

**Notes:**

Note 1: The financial information as set out in this annex only covered those activities at institutional level (i.e. excluding subsidiaries).

Note 2: Included UGC-funded reserves and non-UGC-funded reserves (mainly self-financed reserves, donations and benefactions, etc.).

Note 3: Included accounts payable and accruals, loans and borrowings, deferred income, etc.

**Surplus / Deficit from self-financing programmes offered by UGC-funded institutions proper, their community colleges and other self-financing education arms  
(2010/11 - 2013/14 academic years)**

	CityU	HKBU	LU	CUHK	HKIED (Note 1)	PolyU	HKUST	HKU
<b>A. Institutions proper - Surplus / (Deficit) (\$ million)</b>								
2010/11	81	72	12	141	4	107	53	154
2011/12	76	(16)	12	114	16	132	63	163
2012/13	100	61	11	160	33	88	74	193
2013/14	121	40	7	201	44	163	65	192
<b>B. Community colleges (Note 2) - Surplus / (Deficit) (\$ million)</b>								
2010/11	85	-	18	-	(2)	52	-	-
2011/12	58	-	26	-	(3)	81	-	-
2012/13	66	-	34	-	(6)	119	-	-
2013/14	44	-	7	-	-	72	-	-
<b>C. Other self-financing education arms (Note 3) - Surplus / (Deficit) (\$ million)</b>								
2010/11	59	-	11	19	-	34	-	44
2011/12	17	-	(16)	3	-	27	-	37
2012/13	15	-	40	11	-	45	-	55
2013/14	20	-	(11)	(7)	-	31	-	41

Source: Information reported by institutions.

**Abbreviations:**

CityU	City University of Hong Kong	HKIED	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

**Notes:**

"-" means "not applicable".

Note 1: HKIED reports surplus from award-bearing self-financing programmes only.

Note 2: Community colleges include Community College of City University, Community College at Lingnan University, HKIED School of Continuing and Professional Education, and Hong Kong Community College of the Hong Kong Polytechnic University.

Note 3: Other self-financing education arms include City University of Hong Kong – School of Continuing and Professional Education, Lingnan Institute of Further Education, the Chinese University of Hong Kong - School of Continuing and Professional Studies, the School of Professional Education and Executive Development and the Hong Kong CyberU Limited of the Hong Kong Polytechnic University, and HKU School of Professional and Continuing Education.

- End -

**CONTROLLING OFFICER'S REPLY****EDB589****(Question Serial No. 4110)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please list, by institution, the following details in respect of the First-Year-First-Degree programmes run by the University Grants Committee (UGC)-funded institutions in the past 5 years (2010/11 to 2014/15 academic years):

- (1) the numbers of approved places and intakes;
- (2) a breakdown, by programme and by academic qualification of students not admitted through the Joint University Programmes Admissions System (JUPAS), of the numbers and percentages of JUPAS and non-JUPAS students among the total enrolment;
- (3) a breakdown, by programme, of the numbers and percentages of local students, Mainland students and other non-local students among the total enrolment;
- (4) a breakdown, by programme and by year, of the numbers of students taking undergraduate programmes in each class and the numbers of students attending half-day and whole-day programmes; and
- (5) a breakdown, by programme, of the annual average unit costs of UGC-funded undergraduate programmes.

Asked by: Hon IP Kin-yuen (Member Question No. 71)

- (1) to (3) The approved student number targets and the number of local and non-local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places by institution, broad academic programme category (APC) and place of origin, for the 2010/11 to 2014/15 academic years are at Annex A. The number of local students admitted to the UGC-funded FYFD places by institution, broad APC and admission route from the 2010/11 to 2014/15 academic years is at Annex B.
- (4) The student enrolment of the UGC-funded undergraduate programmes by institution, broad APC and mode of study from the 2010/11 to 2014/15 academic years is at Annex C.
- (5) As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items and reported by institutions. Based on the information as reported by the institutions, the average student unit costs of publicly funded undergraduate places, by broad APC, for the 2010/11 to 2013/14 academic years are tabulated below, where the bulk is subsidised by Government subvention

with the remainder funded by income from tuition fee (i.e. \$42,100). The average student unit cost for the 2014/15 academic year is not yet available. As regards non-local students in the undergraduate programmes, who are primarily admitted through over-enrolment beyond approved student numbers, they are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

<b>Broad APCs</b>	<b>Average Student Unit Cost (\$)</b>			
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14 (Note 1)</b>
A. Medicine & Dentistry	598,000	585,000	485,000	442,000
B. Engineering & Laboratory Based Studies	253,000	263,000	225,000	236,000
C. Others	188,000	199,000	175,000	182,000
Overall	222,000	233,000	203,000	209,000

Notes :

1. The average student unit costs for the 2013/14 academic year are provisional figures.
2. Student unit costs are affected by a variety of factors such as prevailing costs for different programmes and disciplines, student enrolment numbers, stages of development of individual institutions, etc.

**Annex A**

**Approved Student Number Targets and Number of Local and Non-local Students Admitted to UGC-funded First-Year First-Degree Places by Institution, Broad Academic Programme Category and Place of Origin, 2010/11 to 2014/15**

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
2010/11	CityU	Sciences	399	373	(93.6%)	52	(13.1%)	3	(0.7%)	55	(13.7%)	428
		Engineering and Technology	480	493	(102.8%)	26	(5.5%)	7	(1.4%)	33	(6.9%)	526
		Business and management	753	728	(96.7%)	70	(9.3%)	27	(3.5%)	96	(12.8%)	825
		Social Sciences	335	340	(101.6%)	22	(6.4%)	12	(3.6%)	34	(10.0%)	373
		Arts and Humanities	196	184	(94.1%)	20	(10.4%)	2	(1.0%)	22	(11.4%)	207
	Sub-total		2 162	2 119	(98.0%)	190	(8.8%)	50	(2.3%)	240	(11.1%)	2 359
	HKBU	Medicine, Dentistry and Health	45	36	(80.0%)	9	(20.0%)	-	-	9	(20.0%)	45
		Sciences	235	222	(94.5%)	46	(19.6%)	-	-	46	(19.6%)	268
		Business and management	241	238	(98.9%)	28	(11.6%)	-	-	28	(11.6%)	266
		Social Sciences	381	380	(99.8%)	44	(11.6%)	2	(0.5%)	46	(12.2%)	426
		Arts and Humanities	290	312	(107.4%)	16	(5.4%)	-	-	16	(5.4%)	327
		Education	69	68	(98.6%)	2	(2.9%)	-	-	2	(2.9%)	70
		Sub-total		1 261	1 256	(99.6%)	145	(11.5%)	2	(0.2%)	147	(11.7%)
	LU	Business and management	201	180	(89.6%)	24	(11.9%)	1	(0.5%)	25	(12.4%)	205
		Social Sciences	139	128	(92.1%)	12	(8.6%)	3	(2.2%)	15	(10.8%)	143
		Arts and Humanities	260	259	(99.6%)	7	(2.7%)	2	(0.8%)	9	(3.5%)	268
	Sub-total		600	567	(94.5%)	43	(7.2%)	6	(1.0%)	49	(8.2%)	616
	CUHK	Medicine, Dentistry and Health	412	447	(108.5%)	3	(0.7%)	1	(0.2%)	4	(1.0%)	451
		Sciences	625	577	(92.4%)	66	(10.6%)	11	(1.7%)	77	(12.3%)	654
		Engineering and Technology	424	382	(90.2%)	50	(11.8%)	14	(3.4%)	64	(15.2%)	446
		Business and management	569	505	(88.8%)	111	(19.4%)	20	(3.6%)	131	(23.0%)	636
		Social Sciences	509	478	(93.9%)	42	(8.3%)	9	(1.8%)	51	(10.0%)	529
		Arts and Humanities	409	398	(97.2%)	8	(2.0%)	2	(0.5%)	10	(2.4%)	408
		Education	66	66	(99.2%)	-	-	-	-	-	-	66
	Sub-total		3 014	2 853	(94.7%)	280	(9.3%)	57	(1.9%)	337	(11.2%)	3 190
	HKIEd	Sciences	75	98	(123.7% <sup>&amp;</sup> )	5	(6.7% <sup>&amp;</sup> )	@	(0.4% <sup>&amp;</sup> )	6	(7.1% <sup>&amp;</sup> )	103
		Social Sciences	17	26	(143.6% <sup>&amp;</sup> )	2	(13.0% <sup>&amp;</sup> )	@	(1.3% <sup>&amp;</sup> )	3	(14.3% <sup>&amp;</sup> )	28
		Arts and Humanities	282	304	(104.5% <sup>&amp;</sup> )	29	(10.1% <sup>&amp;</sup> )	2	(0.7% <sup>&amp;</sup> )	31	(10.7% <sup>&amp;</sup> )	335
		Education	194	269	(106.5% <sup>&amp;</sup> )	15	(6.0% <sup>&amp;</sup> )	2	(0.6% <sup>&amp;</sup> )	17	(6.6% <sup>&amp;</sup> )	286
	Sub-total		568	696	(108.8% <sup>&amp;</sup> )	52	(8.1% <sup>&amp;</sup> )	4	(0.6% <sup>&amp;</sup> )	56	(8.8% <sup>&amp;</sup> )	752

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	PolyU	Medicine, Dentistry and Health	434	426	(98.1%)	6	(1.4%)	6	(1.4%)	12	(2.8%)	438	
		Sciences	283	287	(101.3%)	34	(11.8%)	4	(1.3%)	37	(13.2%)	324	
		Engineering and Technology	706	708	(100.2%)	88	(12.5%)	9	(1.3%)	97	(13.8%)	805	
		Business and management	581	584	(100.6%)	108	(18.5%)	22	(3.8%)	129	(22.3%)	713	
		Social Sciences	63	64	(101.6%)	1	(1.6%)	1	(1.6%)	2	(3.2%)	66	
		Arts and Humanities	237	232	(97.7%)	15	(6.2%)	6	(2.7%)	21	(8.8%)	253	
	Sub-total		2 304	2 300	(99.8%)	251	(10.9%)	48	(2.1%)	299	(13.0%)	2 599	
	HKUST	Sciences	499	503	(100.8%)	43	(8.6%)	14	(2.9%)	57	(11.4%)	560	
		Engineering and Technology	595	594	(99.8%)	44	(7.3%)	72	(12.1%)	115	(19.4%)	709	
		Business and management	690	630	(91.3%)	43	(6.3%)	44	(6.4%)	87	(12.6%)	718	
		Social Sciences	53	30	(57.1%)	11	(19.7%)	2	(3.8%)	13	(23.5%)	43	
		Arts and Humanities	13	-	-	-	-	-	-	-	-	-	
		Education	5	4	(85.0%)	-	-	-	-	-	-	4	
	Sub-total		1 855	1 762	(95.0%)	140	(7.5%)	132	(7.1%)	272	(14.7%)	2 034	
	HKU	Medicine, Dentistry and Health	487	483	(99.2%)	2	(0.4%)	10	(2.1%)	12	(2.5%)	495	
		Sciences	440	380	(86.4%)	51	(11.7%)	12	(2.6%)	63	(14.3%)	443	
		Engineering and Technology	594	516	(87.0%)	47	(8.0%)	46	(7.7%)	93	(15.7%)	609	
		Business and management	251	264	(105.2%)	72	(28.9%)	46	(18.2%)	118	(47.1%)	382	
		Social Sciences	565	547	(96.8%)	98	(17.4%)	50	(8.9%)	148	(26.3%)	695	
		Arts and Humanities	373	348	(93.2%)	9	(2.5%)	12	(3.3%)	22	(5.8%)	370	
		Education	106	103	(97.8%)	2	(2.1%)	1	(0.7%)	3	(2.8%)	106	
	Sub-total		2 816	2 642	(93.8%)	283	(10.1%)	176	(6.3%)	459	(16.3%)	3 101	
All Institutions			14 580	14 195	(97.4%)	1 384	(9.5%)	475	(3.3%)	1 859	(12.7%)	16 054	
2011/12	CityU	Sciences	399	379	(95.0%)	43	(10.7%)	1	(0.3%)	44	(11.0%)	423	
		Engineering and Technology	480	487	(101.5%)	38	(7.9%)	11	(2.4%)	49	(10.3%)	536	
		Business and management	753	725	(96.3%)	65	(8.6%)	30	(3.9%)	94	(12.5%)	819	
		Social Sciences	335	334	(99.9%)	21	(6.4%)	7	(2.0%)	28	(8.4%)	362	
		Arts and Humanities	196	189	(96.5%)	21	(10.5%)	3	(1.5%)	24	(12.0%)	213	
	Sub-total		2 162	2 114	(97.8%)	187	(8.6%)	52	(2.4%)	239	(11.1%)	2 353	
	HKBU	Medicine, Dentistry and Health	45	37	(82.2%)	8	(17.8%)	-	-	8	(17.8%)	45	
		Sciences	235	223	(94.9%)	43	(18.3%)	-	-	43	(18.3%)	266	
		Business and management	241	238	(98.7%)	33	(13.6%)	1	(0.4%)	34	(14.0%)	272	
		Social Sciences	381	376	(98.6%)	45	(11.8%)	1	(0.3%)	46	(12.1%)	422	
		Arts and Humanities	290	310	(107.1%)	14	(4.8%)	1	(0.3%)	15	(5.2%)	326	
		Education	69	68	(98.6%)	3	(4.3%)	-	-	3	(4.3%)	71	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	Sub-total		1 261	1 252	(99.3%)	146	(11.6%)	3	(0.2%)	149	(11.8%)	1 401	
	LU	Business and management	192	176	(91.7%)	19	(9.9%)	4	(2.1%)	23	(12.0%)	199	
		Social Sciences	132	126	(95.5%)	7	(5.3%)	1	(0.8%)	8	(6.1%)	134	
		Arts and Humanities	256	256	(100.0%)	5	(2.0%)	2	(0.8%)	7	(2.7%)	263	
	Sub-total		580	558	(96.2%)	31	(5.3%)	7	(1.2%)	38	(6.6%)	596	
	CUHK	Medicine, Dentistry and Health	412	461	(111.9%)	1	(0.2%)	-	-	1	(0.2%)	462	
		Sciences	627	582	(92.8%)	73	(11.6%)	26	(4.1%)	98	(15.6%)	680	
		Engineering and Technology	424	365	(86.1%)	48	(11.2%)	18	(4.3%)	66	(15.5%)	430	
		Business and management	569	527	(92.6%)	123	(21.6%)	31	(5.5%)	154	(27.1%)	682	
		Social Sciences	509	496	(97.4%)	40	(7.9%)	11	(2.2%)	51	(10.0%)	547	
		Arts and Humanities	414	406	(98.2%)	5	(1.2%)	3	(0.7%)	8	(1.9%)	414	
		Education	71	69	(97.9%)	-	-	-	-	-	-	69	
	Sub-total		3 025	2 906	(96.1%)	289	(9.6%)	89	(2.9%)	378	(12.5%)	3 284	
	HKIED	Sciences	75	76	(96.9% <sup>&amp;</sup> )	5	(6.7% <sup>&amp;</sup> )	@	*	5	(6.7% <sup>&amp;</sup> )	81	
		Social Sciences	18	24	(127.1% <sup>&amp;</sup> )	3	(18.3% <sup>&amp;</sup> )	@	*	3	(18.3% <sup>&amp;</sup> )	28	
		Arts and Humanities	296	443	(146.4% <sup>&amp;</sup> )	33	(11.0% <sup>&amp;</sup> )	1	(0.2% <sup>&amp;</sup> )	34	(11.2% <sup>&amp;</sup> )	477	
		Education	222	280	(99.3% <sup>&amp;</sup> )	13	(4.6% <sup>&amp;</sup> )	@	(0.1% <sup>&amp;</sup> )	13	(4.7% <sup>&amp;</sup> )	294	
	Sub-total		610	823	(120.7% <sup>&amp;</sup> )	55	(8.1% <sup>&amp;</sup> )	1	(0.1% <sup>&amp;</sup> )	56	(8.2% <sup>&amp;</sup> )	879	
	PolyU	Medicine, Dentistry and Health	434	429	(99.0%)	7	(1.5%)	5	(1.2%)	12	(2.7%)	441	
		Sciences	284	284	(100.1%)	33	(11.6%)	4	(1.2%)	37	(12.9%)	321	
		Engineering and Technology	706	717	(101.5%)	80	(11.4%)	12	(1.7%)	92	(13.1%)	809	
		Business and management	582	595	(102.2%)	112	(19.2%)	45	(7.7%)	156	(26.9%)	751	
		Social Sciences	63	65	(103.2%)	2	(3.2%)	1	(1.6%)	3	(4.8%)	68	
		Arts and Humanities	237	235	(99.2%)	7	(2.8%)	10	(4.0%)	16	(6.8%)	251	
	Sub-total		2 306	2 325	(100.8%)	240	(10.4%)	76	(3.3%)	316	(13.7%)	2 641	
	HKUST	Sciences	502	526	(104.9%)	58	(11.5%)	28	(5.5%)	85	(17.0%)	612	
		Engineering and Technology	586	581	(99.1%)	51	(8.6%)	58	(9.9%)	109	(18.5%)	689	
		Business and management	693	675	(97.5%)	51	(7.4%)	55	(8.0%)	107	(15.4%)	782	
		Social Sciences	57	47	(82.7%)	10	(16.8%)	7	(12.0%)	16	(28.8%)	63	
		Arts and Humanities	15	16	(103.3%)	-	-	2	(13.3%)	2	(13.3%)	18	
		Education	5	4	(85.0%)	-	-	-	-	-	-	4	
	Sub-total		1 857	1 849	(99.6%)	169	(9.1%)	150	(8.1%)	319	(17.2%)	2 168	
	HKU	Medicine, Dentistry and Health	487	496	(101.8%)	-	-	4	(0.8%)	4	(0.8%)	500	
		Sciences	440	401	(91.0%)	48	(11.0%)	15	(3.3%)	63	(14.3%)	464	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
		Engineering and Technology	594	466	(78.5%)	78	(13.2%)	63	(10.6%)	141	(23.8%)	608	
		Business and management	251	276	(109.7%)	67	(26.7%)	45	(18.0%)	112	(44.8%)	388	
		Social Sciences	567	546	(96.3%)	87	(15.3%)	67	(11.8%)	154	(27.1%)	699	
		Arts and Humanities	374	334	(89.3%)	13	(3.3%)	16	(4.3%)	29	(7.7%)	363	
		Education	106	101	(95.8%)	2	(1.7%)	4	(3.8%)	6	(5.5%)	107	
	Sub-total		2 819	2 620	(92.9%)	295	(10.5%)	214	(7.6%)	509	(18.1%)	3 129	
All Institutions			14 620	14 447	(98.8%)	1 412	(9.7%)	592	(4.0%)	2 004	(13.6%)	16 451	
2012/13 (3-year programme)	CityU	Sciences	404	388	(96.0%)	50	(12.5%)	4	(0.9%)	54	(13.4%)	442	
		Engineering and Technology	466	472	(101.4%)	26	(5.6%)	12	(2.5%)	38	(8.1%)	510	
		Business and management	727	701	(96.4%)	68	(9.3%)	26	(3.6%)	94	(12.9%)	795	
		Social Sciences	324	301	(92.9%)	27	(8.4%)	8	(2.5%)	35	(10.8%)	336	
		Arts and Humanities	190	192	(100.8%)	21	(10.9%)	4	(2.3%)	25	(13.2%)	217	
			2 111	2 054	(97.3%)	192	(9.1%)	54	(2.6%)	246	(11.7%)	2 300	
	HKBU	Medicine, Dentistry and Health	45	41	(91.1%)	8	(17.8%)	1	(2.2%)	9	(20.0%)	50	
		Sciences	235	214	(91.1%)	50	(21.3%)	1	(0.4%)	51	(21.7%)	265	
		Business and management	241	239	(99.2%)	33	(13.5%)	1	(0.4%)	34	(13.9%)	273	
		Social Sciences	380	371	(97.5%)	45	(11.7%)	2	(0.5%)	47	(12.3%)	417	
		Arts and Humanities	290	315	(108.7%)	18	(6.2%)	-	-	18	(6.2%)	333	
		Education	75	76	(101.3%)	3	(4.0%)	-	-	3	(4.0%)	79	
	Sub-total		1 266	1 256	(99.2%)	156	(12.3%)	5	(0.4%)	161	(12.7%)	1 417	
	LU	Business and management	179	172	(96.1%)	2	(1.1%)	5	(2.8%)	7	(3.9%)	179	
		Social Sciences	124	123	(99.2%)	-	-	-	-	-	-	123	
		Arts and Humanities	250	249	(99.6%)	-	-	-	-	-	-	249	
	Sub-total		553	544	(98.4%)	2	(0.4%)	5	(0.9%)	7	(1.3%)	551	
	CUHK	Medicine, Dentistry and Health	522	519	(99.5%)	4	(0.8%)	2	(0.4%)	6	(1.1%)	525	
		Sciences	611	554	(90.7%)	84	(13.7%)	17	(2.8%)	101	(16.5%)	655	
		Engineering and Technology	439	405	(92.3%)	43	(9.7%)	9	(2.0%)	52	(11.7%)	457	
		Business and management	588	489	(83.2%)	119	(20.2%)	20	(3.4%)	139	(23.6%)	627	
		Social Sciences	516	490	(95.1%)	37	(7.3%)	10	(1.8%)	47	(9.1%)	537	
Arts and Humanities		413	423	(102.3%)	16	(3.9%)	12	(2.8%)	28	(6.7%)	450		
Education		70	69	(98.3%)	-	-	-	-	-	-	69		
Sub-total		3 159	2 949	(93.4%)	303	(9.6%)	69	(2.2%)	372	(11.8%)	3 321		
HKIEd	Sciences	75	79	(105.8%)	1	(1.0%)	-	-	1	(1.0%)	80		
	Business and management	1	2	(447.3%)	-	-	-	-	-	-	2		
	Social Sciences	21	21	(99.0%)	@	(0.2%)	-	-	@	(0.2%)	21		



Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Arts and Humanities	295	310	(105.0%)	@	(0.2%)	-	-	@	(0.2%)	310
		Education	230	236	(102.7%)	1	(0.3%)	-	-	1	(0.3%)	237
	Sub-total		621	648	(104.4%)	2	(0.3%)	-	-	2	(0.3%)	650
	PolyU	Medicine, Dentistry and Health	620	616	(99.4%)	2	(0.3%)	3	(0.5%)	5	(0.8%)	62
		Sciences	275	275	(100.2%)	30	(11.0%)	7	(2.4%)	37	(13.4%)	312
		Engineering and Technology	689	702	(101.9%)	87	(12.6%)	23	(3.4%)	110	(16.0%)	812
		Business and management	582	598	(102.7%)	108	(18.5%)	48	(8.3%)	156	(26.8%)	753
		Social Sciences	63	61	(96.8%)	3	(4.8%)	-	-	3	(4.8%)	64
		Arts and Humanities	232	232	(100.3%)	10	(4.2%)	13	(5.5%)	22	(9.7%)	255
		Sub-total		2 460	2 484	(101.0%)	239	(9.7%)	94	(3.8%)	333	(13.5%)
	HKUST	Sciences	516	509	(98.7%)	54	(10.4%)	35	(6.8%)	89	(17.2%)	598
		Engineering and Technology	594	541	(91.0%)	48	(8.1%)	51	(8.6%)	100	(16.8%)	640
		Business and management	705	656	(93.0%)	53	(7.5%)	71	(10.1%)	124	(17.6%)	780
		Social Sciences	57	48	(83.2%)	12	(20.6%)	4	(6.4%)	15	(27.0%)	63
		Arts and Humanities	16	21	(132.3%)	2	(12.9%)	1	(6.5%)	3	(19.4%)	24
		Sub-total		1 888	1 774	(94.0%)	169	(9.0%)	162	(8.6%)	331	(17.5%)
	HKU	Medicine, Dentistry and Health	542	550	(101.5%)	2	(0.4%)	2	(0.4%)	4	(0.7%)	554
		Sciences	448	359	(80.1%)	65	(14.5%)	14	(3.2%)	79	(17.7%)	438
		Engineering and Technology	592	465	(78.6%)	69	(11.6%)	71	(12.0%)	140	(23.6%)	605
		Business and management	270	250	(92.8%)	81	(29.9%)	46	(16.9%)	126	(46.8%)	377
		Social Sciences	608	526	(86.6%)	109	(18.0%)	59	(9.7%)	168	(27.7%)	695
		Arts and Humanities	376	352	(93.5%)	21	(5.5%)	7	(1.9%)	28	(7.3%)	379
		Education	106	96	(90.2%)	4	(4.2%)	4	(4.1%)	9	(8.2%)	105
	Sub-total		2 942	2 598	(88.3%)	351	(11.9%)	203	(6.9%)	554	(18.8%)	3 152
All Institutions			15 000	14 307	(95.4%)	1 414	(9.4%)	592	(3.9%)	2 006	(13.4%)	16 313
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	5	6	(113.6%)	@	(8.4%)	@	(4.6%)	1	(13.1%)	7
		Sciences	371	366	(98.7%)	43	(11.5%)	11	(3.0%)	54	(14.5%)	420
		Engineering and Technology	504	483	(95.8%)	40	(7.9%)	19	(3.7%)	58	(11.6%)	541
		Business and management	693	686	(99.0%)	69	(10.0%)	28	(4.1%)	97	(14.0%)	784
		Social Sciences	353	314	(88.8%)	30	(8.6%)	5	(1.4%)	35	(10.0%)	349
		Arts and Humanities	168	222	(131.9%)	22	(12.9%)	5	(2.7%)	26	(15.6%)	248
	Sub-total		2 095	2 077	(99.1%)	204	(9.7%)	68	(3.2%)	272	(13.0%)	2 349
	HKBU	Medicine, Dentistry and Health	45	37	(82.2%)	13	(28.9%)	-	-	13	(28.9%)	50
		Sciences	214	194	(90.6%)	51	(23.8%)	-	-	51	(23.8%)	245
		Business and management	246	222	(90.5%)	41	(16.6%)	-	-	41	(16.6%)	263

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Social Sciences	355	378	(106.2%)	55	(15.6%)	-	-	55	(15.6%)	433
		Arts and Humanities	290	320	(110.4%)	25	(8.5%)	-	-	25	(8.5%)	345
		Education	73	76	(104.1%)	6	(8.2%)	-	-	6	(8.2%)	82
	Sub-total		1 223	1 227	(100.3%)	191	(15.6%)	-	-	191	(15.6%)	1 418
	LU	Business and management	177	166	(93.8%)	21	(11.9%)	2	(1.1%)	23	(13.0%)	189
		Social Sciences	128	122	(95.3%)	10	(7.8%)	1	(0.8%)	11	(8.6%)	133
		Arts and Humanities	248	240	(96.8%)	15	(6.0%)	-	-	15	(6.0%)	255
	Sub-total		553	528	(95.5%)	46	(8.3%)	3	(0.5%)	49	(8.9%)	577
	CUHK	Medicine, Dentistry and Health	522	527	(100.9%)	4	(0.9%)	1	(0.2%)	6	(1.1%)	532
		Sciences	619	573	(92.5%)	64	(10.3%)	9	(1.4%)	73	(11.8%)	645
		Engineering and Technology	480	449	(93.7%)	57	(11.8%)	8	(1.7%)	64	(13.5%)	514
		Business and management	589	524	(89.0%)	138	(23.4%)	37	(6.3%)	175	(29.7%)	699
		Social Sciences	540	514	(95.2%)	54	(10.1%)	19	(3.6%)	74	(13.7%)	588
		Arts and Humanities	430	425	(98.9%)	3	(0.7%)	6	(1.3%)	9	(2.0%)	434
		Education	68	72	(106.1%)	-	-	-	-	-	-	72
		Sub-total		3 247	3 084	(95.0%)	320	(9.9%)	80	(2.5%)	400	(12.3%)
	HKIED	Sciences	77	94	(122.0%)	6	(7.7%)	@	(0.3%)	6	(7.9%)	100
		Business and management	3	6	(241.1%)	@	(12.5%)	@	(2.2%)	@	(14.6%)	7
		Social Sciences	34	22	(63.9%)	2	(5.3%)	@	(0.6%)	2	(5.8%)	24
		Arts and Humanities	244	332	(135.9%)	26	(10.6%)	1	(0.4%)	27	(11.0%)	358
		Education	263	305	(115.9%)	22	(8.4%)	1	(0.2%)	23	(8.6%)	328
	Sub-total		621	759	(122.2%)	56	(9.0%)	2	(0.3%)	58	(9.3%)	817
	PolyU	Medicine, Dentistry and Health	611	619	(101.3%)	2	(0.3%)	-	-	2	(0.3%)	621
		Sciences	304	266	(87.6%)	37	(12.0%)	2	(0.7%)	39	(12.8%)	305
		Engineering and Technology	624	631	(101.1%)	87	(14.0%)	5	(0.8%)	92	(14.8%)	723
		Business and management	533	523	(98.2%)	147	(27.6%)	13	(2.5%)	161	(30.1%)	684
		Social Sciences	65	72	(109.7%)	2	(3.6%)	@	(0.7%)	3	(4.3%)	74
		Arts and Humanities	199	216	(108.3%)	9	(4.3%)	1	(0.4%)	9	(4.7%)	225
	Sub-total		2 337	2 327	(99.6%)	284	(12.2%)	22	(0.9%)	306	(13.1%)	2 633
	HKUST	Sciences	554	835	(150.7%)	67	(12.0%)	41	(7.4%)	108	(19.4%)	943
		Engineering and Technology	579	126	(21.8%)	10	(1.7%)	7	(1.2%)	17	(2.9%)	143
		Business and management	618	125	(20.2%)	11	(1.8%)	5	(0.9%)	16	(2.6%)	141
		Social Sciences	126	214	(169.5%)	18	(14.5%)	9	(6.9%)	27	(21.5%)	241
		Arts and Humanities	24	536	(2234.6%)^	44	(181.3%)	25	(103.3%)	68	(284.6%)^	605
	Sub-total		1 901	1 836	(96.6%)	149	(7.8%)	87	(4.6%)	236	(12.4%)	2 072

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	HKU	Medicine, Dentistry and Health	570	575	(100.9%)	2	(0.4%)	6	(1.1%)	8	(1.4%)	583	
		Sciences	461	398	(86.2%)	74	(16.1%)	23	(5.0%)	98	(21.1%)	495	
		Engineering and Technology	622	555	(89.3%)	92	(14.8%)	44	(7.1%)	136	(21.9%)	691	
		Business and management	272	290	(106.7%)	86	(31.5%)	38	(14.1%)	124	(45.6%)	415	
		Social Sciences	623	570	(91.5%)	108	(17.4%)	66	(10.6%)	174	(27.9%)	744	
		Arts and Humanities	403	370	(91.7%)	29	(7.1%)	13	(3.1%)	41	(10.2%)	411	
		Education	71	66	(92.8%)	2	(3.2%)	3	(3.9%)	5	(7.1%)	71	
	Sub-total		3 023	2 824	(93.4%)	393	(13.0%)	193	(6.4%)	586	(19.4%)	3 410	
All Institutions			15 000	14 662	(97.7%)	1 643	(11.0%)	455	(3.0%)	2 098	(14.0%)	16 760	
2013/14	CityU	Medicine, Dentistry and Health	5	6	(108.0%)	@	(8.7%)	@	(6.9%)	1	(15.6%)	7	
		Sciences	362	403	(111.6%)	50	(13.7%)	23	(6.4%)	73	(20.1%)	476	
		Engineering and Technology	515	486	(94.4%)	41	(8.0%)	31	(6.0%)	72	(14.0%)	558	
		Business and Management	693	683	(98.6%)	62	(9.0%)	72	(10.4%)	134	(19.4%)	817	
		Social Sciences	353	328	(93.0%)	30	(8.4%)	18	(5.0%)	47	(13.4%)	376	
		Arts and Humanities	167	211	(126.6%)	20	(11.8%)	7	(4.3%)	27	(16.1%)	238	
		Sub-total		2 095	2 118	(101.1%)	203	(9.7%)	151	(7.2%)	354	(16.9%)	2 472
	HKBU	Medicine, Dentistry and Health	45	40	(88.9%)	12	(26.7%)	-	-	12	(26.7%)	52	
		Sciences	214	188	(87.8%)	50	(23.4%)	1	(0.5%)	51	(23.8%)	239	
		Business and Management	246	219	(89.1%)	40	(16.2%)	4	(1.5%)	44	(17.7%)	263	
		Social Sciences	355	364	(102.5%)	57	(16.2%)	@	(0.1%)	58	(16.2%)	422	
		Arts and Humanities	290	316	(108.9%)	26	(8.9%)	-	-	26	(8.9%)	341	
		Education	73	80	(109.6%)	1	(1.4%)	-	-	1	(1.4%)	81	
	Sub-total		1 223	1 207	(98.7%)	186	(15.2%)	5	(0.4%)	191	(15.6%)	1 398	
	LU	Business and Management	177	166	(93.8%)	16	(9.0%)	3	(1.7%)	19	(10.7%)	185	
		Social Sciences	128	124	(96.9%)	8	(6.3%)	2	(1.6%)	10	(7.8%)	134	
		Arts and Humanities	248	241	(97.2%)	14	(5.6%)	-	-	14	(5.6%)	255	
	Sub-total		553	531	(96.0%)	38	(6.9%)	5	(0.9%)	43	(7.8%)	574	
	CUHK	Medicine, Dentistry and Health	522	532	(102.0%)	5	(0.9%)	4	(0.9%)	9	(1.7%)	541	
		Sciences	619	566	(91.5%)	58	(9.3%)	22	(3.5%)	79	(12.8%)	645	
		Engineering and Technology	480	430	(89.7%)	59	(12.3%)	25	(5.1%)	83	(17.4%)	513	
		Business and Management	589	532	(90.4%)	137	(23.3%)	59	(10.1%)	196	(33.3%)	729	
		Social Sciences	540	515	(95.4%)	52	(9.7%)	30	(5.6%)	83	(15.3%)	598	
		Arts and Humanities	430	431	(100.3%)	11	(2.4%)	16	(3.7%)	27	(6.2%)	458	
		Education	68	68	(99.5%)	1	(1.5%)	1	(0.7%)	2	(2.2%)	69	
	Sub-total		3 247	3 074	(94.7%)	322	(9.9%)	157	(4.8%)	479	(14.8%)	3 553	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	HKIEd	Sciences	77	84	(109.3%)	7	(8.5%)	@	(0.5%)	7	(9.1%)	91	
		Business and Management	3	3	(101.1%)	1	(25.3%)	@	(2.3%)	1	(27.5%)	3	
		Social Sciences	34	59	(174.1%)	8	(24.7%)	1	(1.8%)	9	(26.5%)	68	
		Arts and Humanities	244	295	(121.0%)	34	(14.1%)	3	(1.1%)	37	(15.2%)	332	
		Education	263	211	(80.1%)	28	(10.6%)	1	(0.5%)	29	(11.1%)	240	
	Sub-total		621	652	(105.0%)	78	(12.6%)	5	(0.8%)	83	(13.4%)	735	
	PolyU	Medicine, Dentistry and Health	611	606	(99.1%)	2	(0.3%)	1	(0.2%)	3	(0.5%)	609	
		Sciences	304	268	(88.2%)	38	(12.4%)	10	(3.4%)	48	(15.8%)	316	
		Engineering and Technology	624	635	(101.7%)	106	(17.0%)	18	(2.8%)	124	(19.8%)	758	
		Business and Management	533	542	(101.7%)	130	(24.4%)	63	(11.9%)	194	(36.4%)	735	
		Social Sciences	65	73	(112.3%)	1	(1.6%)	2	(2.7%)	3	(4.3%)	76	
		Arts and Humanities	199	216	(108.2%)	8	(4.1%)	6	(2.9%)	14	(7.0%)	230	
	Sub-total		2 337	2 340	(100.1%)	285	(12.2%)	100	(4.3%)	385	(16.5%)	2 725	
	HKUST	Sciences	554	763	(137.7%)	73	(13.2%)	86	(15.5%)	159	(28.7%)	922	
		Engineering and Technology	579	162	(28.0%)	14	(2.5%)	18	(3.1%)	32	(5.6%)	194	
		Business and Management	618	250	(40.4%)	22	(3.6%)	26	(4.3%)	48	(7.9%)	298	
		Social Sciences	126	191	(151.2%)	17	(13.6%)	21	(16.7%)	38	(30.4%)	229	
		Arts and Humanities	24	480	(1998.4%)^	45	(188.2%)	55	(227.8%)	100	(416.0%)^	579	
	Sub-total		1 901	1 845	(97.1%)	172	(9.0%)	206	(10.8%)	378	(19.9%)	2 223	
	HKU	Medicine, Dentistry and Health	570	573	(100.5%)	1	(0.2%)	2	(0.4%)	3	(0.5%)	576	
		Sciences	461	423	(91.7%)	57	(12.3%)	26	(5.6%)	83	(17.9%)	506	
		Engineering and Technology	622	550	(88.5%)	70	(11.2%)	46	(7.3%)	115	(18.6%)	666	
		Business and Management	272	287	(105.4%)	76	(27.9%)	49	(17.8%)	125	(45.8%)	411	
		Social Sciences	623	595	(95.5%)	113	(18.1%)	70	(11.2%)	182	(29.2%)	778	
		Arts and Humanities	403	377	(93.6%)	13	(3.2%)	9	(2.2%)	22	(5.4%)	399	
		Education	71	70	(98.5%)	1	(1.7%)	2	(3.0%)	3	(4.7%)	73	
	Sub-total		3 023	2 876	(95.1%)	330	(10.9%)	203	(6.7%)	533	(17.6%)	3 409	
All Institutions			15 000	14 643	(97.6%)	1 614	(10.8%)	832	(5.5%)	2 446	(16.3%)	17 089	
2014/15#	CityU	Medicine, Dentistry and Health	5	6	(104.4%)	@	(8.7%)	1	(9.7%)	1	(18.4%)	6	
		Sciences	355	391	(109.9%)	46	(12.9%)	28	(8.0%)	74	(20.8%)	465	
		Engineering and Technology	526	476	(90.4%)	39	(7.5%)	33	(6.4%)	73	(13.8%)	548	
		Business and Management	693	698	(100.7%)	70	(10.1%)	64	(9.2%)	134	(19.3%)	832	
		Social Sciences	352	334	(95.1%)	28	(8.0%)	13	(3.8%)	42	(11.8%)	376	
		Arts and Humanities	164	208	(127.0%)	19	(11.7%)	12	(7.2%)	31	(19.0%)	239	
	Sub-total		2 095	2 112	(100.8%)	203	(9.7%)	151	(7.2%)	354	(16.9%)	2 466	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
	HKBU	Medicine, Dentistry and Health	45	32	(71.1%)	12	(26.7%)	1	(2.2%)	13	(28.9%)	45
		Sciences	214	184	(86.0%)	53	(24.8%)	2	(0.9%)	55	(25.7%)	239
		Business and Management	246	213	(86.7%)	44	(18.1%)	2	(0.8%)	46	(18.9%)	259
		Social Sciences	355	371	(104.4%)	60	(16.9%)	1	(0.3%)	61	(17.2%)	432
		Arts and Humanities	290	317	(109.3%)	27	(9.4%)	-	-	27	(9.4%)	344
		Education	73	82	(112.3%)	-	-	-	-	-	-	82
	Sub-total		1 223	1 199	(98.0%)	197	(16.1%)	6	(0.5%)	203	(16.6%)	1 402
	LU	Business and Management	177	171	(96.6%)	17	(9.6%)	2	(1.1%)	19	(10.7%)	190
		Social Sciences	128	124	(96.8%)	9	(7.0%)	1	(0.8%)	10	(7.8%)	134
		Arts and Humanities	248	249	(100.4%)	10	(4.0%)	2	(0.8%)	12	(4.8%)	261
	Sub-total		553	544	(98.4%)	36	(6.5%)	5	(0.9%)	41	(7.4%)	585
	CUHK	Medicine, Dentistry and Health	522	527	(100.9%)	5	(1.1%)	3	(0.5%)	8	(1.6%)	535
		Sciences	619	569	(92.0%)	65	(10.6%)	22	(3.6%)	88	(14.2%)	657
		Engineering and Technology	480	420	(87.6%)	58	(12.1%)	26	(5.4%)	84	(17.5%)	504
		Business and Management	589	531	(90.2%)	125	(21.3%)	49	(8.4%)	175	(29.6%)	706
		Social Sciences	540	513	(95.1%)	57	(10.5%)	32	(6.0%)	89	(16.5%)	602
		Arts and Humanities	430	427	(99.2%)	13	(2.9%)	18	(4.2%)	31	(7.1%)	457
		Education	68	64	(94.8%)	-	-	-	-	-	-	64
	Sub-total		3 247	3 052	(94.0%)	323	(9.9%)	151	(4.7%)	474	(14.6%)	3 526
	HKIEd	Sciences	77	78	(100.4%)	8	(9.8%)	@	(0.3%)	8	(10.0%)	85
		Business and Management	3	-	-	-	-	-	-	-	-	-
		Social Sciences	34	71	(208.8%)	15	(43.7%)	@	(1.4%)	15	(45.1%)	86
		Arts and Humanities	244	283	(115.8%)	30	(12.3%)	3	(1.3%)	33	(13.7%)	316
		Education	263	237	(90.0%)	24	(9.3%)	2	(0.8%)	27	(10.1%)	264
	Sub-total		621	668	(107.5%)	77	(12.4%)	6	(1.0%)	83	(13.4%)	751
	PolyU	Medicine, Dentistry and Health	611	609	(99.6%)	1	(0.2%)	4	(0.7%)	5	(0.8%)	614
		Sciences	304	272	(89.4%)	33	(10.8%)	13	(4.2%)	46	(15.1%)	318
		Engineering and Technology	624	630	(100.9%)	93	(14.9%)	24	(3.9%)	117	(18.8%)	747
		Business and Management	533	544	(102.2%)	158	(29.7%)	70	(13.1%)	228	(42.8%)	773
		Social Sciences	65	73	(111.0%)	2	(2.3%)	3	(4.9%)	5	(7.2%)	77
		Arts and Humanities	199	215	(107.9%)	14	(7.1%)	5	(2.4%)	19	(9.6%)	234
	Sub-total		2 337	2 343	(100.3%)	301	(12.9%)	119	(5.1%)	420	(18.0%)	2 763
	HKUST	Sciences	554	526	(94.9%)	50	(9.1%)	57	(10.3%)	107	(19.3%)	633
		Engineering and Technology	579	551	(95.2%)	51	(8.8%)	65	(11.2%)	116	(20.0%)	667
		Business and Management	618	570	(92.3%)	52	(8.4%)	66	(10.7%)	118	(19.0%)	688

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Social Sciences	126	137	(108.8%)	13	(10.2%)	15	(11.7%)	28	(21.9%)	165
		Arts and Humanities	24	23	(95.8%)	3	(10.4%)	2	(6.2%)	4	(16.7%)	27
	Sub-total		1 901	1 807	(95.1%)	168	(8.8%)	204	(10.7%)	372	(19.6%)	2 179
	HKU	Medicine, Dentistry and Health	570	576	(101.1%)	3	(0.5%)	6	(1.1%)	9	(1.6%)	585
		Sciences	461	426	(92.3%)	60	(12.9%)	33	(7.3%)	93	(20.2%)	519
		Engineering and Technology	622	637	(102.4%)	77	(12.4%)	59	(9.4%)	136	(21.8%)	773
		Business and Management	272	289	(106.0%)	79	(29.0%)	51	(18.9%)	131	(47.9%)	419
		Social Sciences	623	619	(99.2%)	104	(16.7%)	99	(15.9%)	203	(32.6%)	822
		Arts and Humanities	403	405	(100.4%)	18	(4.5%)	20	(4.9%)	38	(9.4%)	442
		Education	71	73	(103.4%)	-	-	4	(5.0%)	4	(5.0%)	77
	Sub-total		3 023	3 024	(100.0%)	341	(11.3%)	272	(9.0%)	613	(20.3%)	3 637
	All Institutions			15 000	14 749	(98.3%)	1 646	(11.0%)	914	(6.1%)	2 560	(17.1%)

**Notes:**

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- Overall enrolment of non-local students at undergraduate (Ug) level is subject to a maximum of 20% of the approved student number targets at the aggregate level. They are primarily admitted by over-enrolment outside the approved numbers.
- & For 2010/11 to 2011/12 academic years, HKIEd was approved using 72 extra intake places to admit students to its Bachelor of Education (Honours) (Early Childhood Education) programme. Hence, the ratios to approved student number targets reflect such extra places for the programme.
- ^ Under the new academic structure, institutions adopt broad-based admission and have introduced general education in junior years of Ug programmes. As such, there are wider variations in the distribution of students in individual APCs, especially among year 1 students.
- Figures in brackets denote the ratio to approved student number targets. With the introduction of new academic structure in 2012/13, interpretation of the percentages should be made in conjunction with the fact that figures on the approved student targets by APC refer to the preliminary planning when institutions submitted their Academic Programme Proposals in mid-2011. Institutions devised the programme curricula with finer details subsequently (and hence changes in the APC distributions), especially when institutions started to adopt broad-based admission and have introduced general education in junior years for the 4-year programmes as from 2012/13.
- Percentages may not add up to the corresponding totals owing to rounding.
- '-' denotes nil.
- # Figures for student intake are provisional.
- '@' denotes 'magnitude less than 0.5'.
- '\*' denotes 'less than 0.05%'.
- Abbreviations:

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

**Number of Local Students Admitted to UGC-funded First-year-First-degree Places by Institution, Broad Academic Programme Category and Admission Route, 2010/11 to 2014/15**

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
2010/11	CityU	Sciences	306	(81.8%)	1	(0.2%)	51	(13.8%)	16	(4.2%)	373	(100.0%)
		Engineering and Technology	432	(87.5%)	2	(0.4%)	50	(10.1%)	10	(2.0%)	493	(100.0%)
		Business and management	555	(76.2%)	4	(0.5%)	117	(16.1%)	52	(7.2%)	728	(100.0%)
		Social Sciences	240	(70.7%)	11	(3.2%)	71	(21.0%)	17	(5.0%)	340	(100.0%)
		Arts and Humanities	147	(79.4%)	1	(0.3%)	32	(17.1%)	6	(3.1%)	184	(100.0%)
	Sub-total		1 679	(79.2%)	18	(0.8%)	321	(15.1%)	101	(4.8%)	2 119	(100.0%)
	HKBU	Medicine, Dentistry and Health	34	(94.4%)	-	-	-	-	2	(5.6%)	36	(100.0%)
		Sciences	183	(82.4%)	1	(0.5%)	22	(9.9%)	16	(7.2%)	222	(100.0%)
		Business and management	219	(92.0%)	1	(0.4%)	8	(3.4%)	10	(4.2%)	238	(100.0%)
		Social Sciences	349	(91.7%)	2	(0.5%)	16	(4.2%)	14	(3.6%)	380	(100.0%)
		Arts and Humanities	283	(90.9%)	-	-	18	(5.8%)	10	(3.4%)	312	(100.0%)
		Education	54	(79.4%)	1	(1.5%)	3	(4.4%)	10	(14.7%)	68	(100.0%)
	Sub-total		1 122	(89.3%)	5	(0.4%)	67	(5.3%)	62	(4.9%)	1 256	(100.0%)
	LU	Business and management	167	(92.8%)	1	(0.6%)	11	(6.1%)	1	(0.6%)	180	(100.0%)
		Social Sciences	119	(93.0%)	1	(0.8%)	8	(6.3%)	-	-	128	(100.0%)
		Arts and Humanities	232	(89.6%)	3	(1.2%)	22	(8.5%)	2	(0.8%)	259	(100.0%)
	Sub-total		518	(91.4%)	5	(0.9%)	41	(7.2%)	3	(0.5%)	567	(100.0%)
	CUHK	Medicine, Dentistry and Health	365	(81.7%)	41	(9.2%)	3	(0.7%)	38	(8.5%)	447	(100.0%)
		Sciences	484	(83.8%)	27	(4.6%)	33	(5.7%)	34	(5.9%)	577	(100.0%)
		Engineering and Technology	309	(80.8%)	23	(6.0%)	34	(8.9%)	16	(4.2%)	382	(100.0%)
		Business and management	472	(93.4%)	29	(5.8%)	-	-	4	(0.8%)	505	(100.0%)
		Social Sciences	425	(88.9%)	34	(7.1%)	5	(1.0%)	14	(2.9%)	478	(100.0%)
		Arts and Humanities	369	(92.7%)	5	(1.3%)	9	(2.1%)	16	(3.9%)	398	(100.0%)
		Education	62	(93.4%)	-	-	4	(5.8%)	1	(0.8%)	66	(100.0%)
	Sub-total		2 485	(87.1%)	159	(5.6%)	87	(3.0%)	122	(4.3%)	2 853	(100.0%)
	HKIEd	Sciences	77	(79.1%)	@	*	20	(20.1%)	1	(0.8%)	98	(100.0%)
		Social Sciences	21	(81.8%)	@	*	5	(17.6%)	@	(0.6%)	26	(100.0%)
		Arts and Humanities	192	(63.2%)	1	(0.4%)	103	(33.8%)	8	(2.6%)	304	(100.0%)
		Education	199	(73.9%)	1	(0.2%)	66	(24.7%)	3	(1.2%)	269	(100.0%)
	Sub-total		489	(70.2%)	2	(0.3%)	193	(27.7%)	12	(1.7%)	696	(100.0%)
	PolyU	Medicine, Dentistry and Health	388	(91.0%)	3	(0.6%)	34	(7.9%)	2	(0.5%)	426	(100.0%)



Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Sciences	244	(85.1%)	3	(1.1%)	39	(13.8%)	-	-	287	(100.0%)
		Engineering and Technology	555	(78.5%)	4	(0.5%)	147	(20.7%)	2	(0.2%)	708	(100.0%)
		Business and management	477	(81.8%)	12	(2.0%)	86	(14.7%)	9	(1.5%)	584	(100.0%)
		Social Sciences	55	(85.9%)	-	-	9	(14.1%)	-	-	64	(100.0%)
		Arts and Humanities	139	(60.1%)	3	(1.2%)	82	(35.6%)	7	(3.1%)	232	(100.0%)
	Sub-total		1 859	(80.8%)	24	(1.0%)	397	(17.3%)	20	(0.9%)	2 300	(100.0%)
	HKUST	Sciences	466	(92.5%)	18	(3.6%)	15	(3.0%)	5	(0.9%)	503	(100.0%)
		Engineering and Technology	456	(76.8%)	16	(2.6%)	117	(19.7%)	6	(0.9%)	594	(100.0%)
		Business and management	534	(84.8%)	68	(10.8%)	@	*	28	(4.4%)	630	(100.0%)
		Social Sciences	28	(92.1%)	1	(4.1%)	@	(0.5%)	1	(3.3%)	30	(100.0%)
		Education	4	(100.0%)	-	-	-	-	-	-	4	(100.0%)
	Sub-total		1 488	(84.4%)	103	(5.8%)	132	(7.5%)	39	(2.2%)	1 762	(100.0%)
	HKU	Medicine, Dentistry and Health	351	(72.7%)	44	(9.1%)	56	(11.6%)	32	(6.6%)	483	(100.0%)
		Sciences	341	(89.6%)	11	(2.8%)	23	(6.0%)	6	(1.7%)	380	(100.0%)
		Engineering and Technology	405	(78.5%)	31	(5.9%)	75	(14.5%)	6	(1.1%)	516	(100.0%)
		Business and management	200	(75.8%)	42	(15.9%)	9	(3.4%)	13	(5.0%)	264	(100.0%)
		Social Sciences	406	(74.2%)	95	(17.3%)	26	(4.8%)	20	(3.6%)	547	(100.0%)
		Arts and Humanities	260	(74.7%)	34	(9.7%)	40	(11.4%)	14	(4.1%)	348	(100.0%)
		Education	57	(55.0%)	5	(5.1%)	35	(34.0%)	6	(5.9%)	103	(100.0%)
	Sub-total		2 020	(76.5%)	261	(9.9%)	264	(10.0%)	97	(3.7%)	2 642	(100.0%)
All Institutions			11 660	(82.1%)	577	(4.1%)	1 502	(10.6%)	456	(3.2%)	14 195	(100.0%)
2011/12	CityU	Sciences	313	(82.6%)	-	-	53	(14.0%)	13	(3.4%)	379	(100.0%)
		Engineering and Technology	423	(86.9%)	-	-	42	(8.6%)	22	(4.5%)	487	(100.0%)
		Business and management	564	(77.8%)	4	(0.6%)	114	(15.8%)	43	(5.9%)	725	(100.0%)
		Social Sciences	241	(72.2%)	16	(4.8%)	71	(21.1%)	6	(1.9%)	334	(100.0%)
		Arts and Humanities	148	(78.0%)	-	-	24	(12.9%)	17	(9.1%)	189	(100.0%)
	Sub-total		1 689	(79.9%)	20	(0.9%)	304	(14.4%)	101	(4.8%)	2 114	(100.0%)
	HKBU	Medicine, Dentistry and Health	32	(86.5%)	1	(2.7%)	-	-	4	(10.8%)	37	(100.0%)
		Sciences	170	(76.2%)	4	(1.8%)	28	(12.6%)	21	(9.4%)	223	(100.0%)
		Business and management	195	(82.1%)	3	(1.1%)	7	(3.0%)	33	(13.8%)	238	(100.0%)
		Social Sciences	339	(90.2%)	3	(0.9%)	23	(6.1%)	10	(2.8%)	376	(100.0%)
		Arts and Humanities	264	(84.9%)	1	(0.3%)	26	(8.4%)	20	(6.4%)	310	(100.0%)
		Education	51	(75.0%)	2	(2.9%)	5	(7.4%)	10	(14.7%)	68	(100.0%)
	Sub-total		1 051	(83.9%)	14	(1.1%)	89	(7.1%)	98	(7.8%)	1 252	(100.0%)
LU	Business and management	158	(89.8%)	2	(1.1%)	16	(9.1%)	-	-	176	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>				
		Social Sciences	115	(91.3%)	-	-	10	(7.9%)	1	(0.8%)	126	(100.0%)	
		Arts and Humanities	226	(88.3%)	2	(0.8%)	23	(9.0%)	5	(2.0%)	256	(100.0%)	
	Sub-total		499	(89.4%)	4	(0.7%)	49	(8.8%)	6	(1.1%)	558	(100.0%)	
	CUHK	Medicine, Dentistry and Health	381	(82.6%)	39	(8.5%)	3	(0.7%)	38	(8.2%)	461	(100.0%)	
		Sciences	482	(82.8%)	31	(5.3%)	37	(6.3%)	32	(5.5%)	582	(100.0%)	
		Engineering and Technology	284	(77.9%)	22	(6.0%)	48	(13.2%)	11	(2.9%)	365	(100.0%)	
		Business and management	486	(92.2%)	34	(6.4%)	-	-	7	(1.4%)	527	(100.0%)	
		Social Sciences	440	(88.7%)	42	(8.5%)	5	(1.0%)	9	(1.8%)	496	(100.0%)	
		Arts and Humanities	375	(92.2%)	8	(1.8%)	14	(3.4%)	10	(2.5%)	406	(100.0%)	
		Education	63	(90.1%)	1	(0.7%)	4	(6.3%)	2	(2.9%)	69	(100.0%)	
	Sub-total		2 510	(86.4%)	176	(6.1%)	111	(3.8%)	109	(3.8%)	2 906	(100.0%)	
	HKIEd	Sciences	66	(87.8%)	-	-	9	(11.8%)	@	(0.4%)	76	(100.0%)	
		Social Sciences	22	(92.8%)	-	-	2	(7.1%)	@	(0.2%)	24	(100.0%)	
		Arts and Humanities	360	(81.3%)	-	-	82	(18.6%)	@	(0.1%)	443	(100.0%)	
		Education	231	(82.4%)	-	-	49	(17.4%)	@	(0.1%)	280	(100.0%)	
	Sub-total		680	(82.6%)	-	-	142	(17.3%)	1	(0.1%)	823	(100.0%)	
	PolyU	Medicine, Dentistry and Health	384	(89.4%)	3	(0.6%)	40	(9.4%)	3	(0.7%)	429	(100.0%)	
		Sciences	238	(83.8%)	1	(0.4%)	45	(15.7%)	1	(0.2%)	284	(100.0%)	
		Engineering and Technology	565	(78.8%)	7	(1.0%)	143	(20.0%)	2	(0.3%)	717	(100.0%)	
		Business and management	484	(81.4%)	18	(3.0%)	86	(14.4%)	7	(1.2%)	595	(100.0%)	
		Social Sciences	60	(92.3%)	-	-	5	(7.7%)	-	-	65	(100.0%)	
			Arts and Humanities	140	(59.7%)	5	(1.9%)	87	(36.9%)	4	(1.5%)	235	(100.0%)
	Sub-total		1 871	(80.5%)	33	(1.4%)	405	(17.4%)	16	(0.7%)	2 325	(100.0%)	
	HKUST	Sciences	487	(92.6%)	18	(3.4%)	12	(2.2%)	10	(1.9%)	526	(100.0%)	
		Engineering and Technology	450	(77.5%)	23	(4.0%)	97	(16.6%)	11	(1.8%)	581	(100.0%)	
		Business and management	558	(82.7%)	83	(12.4%)	-	-	34	(5.0%)	675	(100.0%)	
		Social Sciences	43	(91.9%)	3	(6.1%)	-	-	1	(2.0%)	47	(100.0%)	
		Arts and Humanities	15	(96.8%)	1	(3.2%)	-	-	-	-	16	(100.0%)	
		Education	4	(100.0%)	-	-	-	-	-	-	4	(100.0%)	
	Sub-total		1 558	(84.3%)	128	(6.9%)	108	(5.8%)	55	(3.0%)	1 849	(100.0%)	
	HKU	Medicine, Dentistry and Health	376	(75.8%)	36	(7.3%)	42	(8.5%)	42	(8.5%)	496	(100.0%)	
		Sciences	339	(84.6%)	20	(5.0%)	40	(9.9%)	2	(0.5%)	401	(100.0%)	
		Engineering and Technology	351	(75.2%)	33	(7.1%)	80	(17.1%)	3	(0.7%)	466	(100.0%)	
		Business and management	207	(74.9%)	49	(17.7%)	10	(3.7%)	10	(3.7%)	276	(100.0%)	
		Social Sciences	405	(74.1%)	100	(18.4%)	21	(3.9%)	20	(3.6%)	546	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Arts and Humanities	253	(75.6%)	30	(8.9%)	40	(11.9%)	12	(3.7%)	334	(100.0%)
		Education	57	(56.1%)	9	(9.2%)	31	(31.0%)	4	(3.7%)	101	(100.0%)
	Sub-total		1 986	(75.8%)	277	(10.6%)	264	(10.1%)	93	(3.5%)	2 620	(100.0%)
All Institutions			11 844	(82.0%)	652	(4.5%)	1 472	(10.2%)	479	(3.3%)	14 447	(100.0%)
2012/13 (3-year programme)	CityU	Sciences	317	(81.8%)	2	(0.5%)	37	(9.6%)	31	(8.1%)	388	(100.0%)
		Engineering and Technology	415	(87.9%)	1	(0.2%)	39	(8.3%)	17	(3.6%)	472	(100.0%)
		Business and management	537	(76.6%)	5	(0.7%)	69	(9.8%)	90	(12.9%)	701	(100.0%)
		Social Sciences	213	(70.8%)	14	(4.6%)	54	(18.0%)	20	(6.5%)	301	(100.0%)
		Arts and Humanities	150	(78.4%)	-	-	35	(18.5%)	6	(3.1%)	192	(100.0%)
	Sub-total		1 633	(79.5%)	22	(1.1%)	235	(11.4%)	164	(8.0%)	2 054	(100.0%)
	HKBU	Medicine, Dentistry and Health	35	(85.4%)	2	(4.9%)	1	(2.4%)	3	(7.3%)	41	(100.0%)
		Sciences	173	(80.8%)	-	-	22	(10.3%)	19	(8.9%)	214	(100.0%)
		Business and management	162	(67.7%)	-	-	7	(3.1%)	70	(29.2%)	239	(100.0%)
		Social Sciences	339	(91.6%)	3	(0.8%)	15	(4.1%)	13	(3.5%)	371	(100.0%)
		Arts and Humanities	262	(83.0%)	11	(3.5%)	21	(6.8%)	21	(6.7%)	315	(100.0%)
		Education	55	(72.4%)	1	(1.3%)	9	(11.8%)	11	(14.5%)	76	(100.0%)
	Sub-total		1 026	(81.7%)	17	(1.4%)	76	(6.1%)	137	(10.9%)	1 256	(100.0%)
	LU	Business and management	150	(87.2%)	2	(1.2%)	18	(10.5%)	2	(1.2%)	172	(100.0%)
		Social Sciences	117	(95.1%)	-	-	5	(4.1%)	1	(0.8%)	123	(100.0%)
		Arts and Humanities	230	(92.4%)	1	(0.4%)	18	(7.2%)	-	-	249	(100.0%)
	Sub-total		497	(91.4%)	3	(0.6%)	41	(7.5%)	3	(0.6%)	544	(100.0%)
	CUHK	Medicine, Dentistry and Health	380	(73.1%)	53	(10.1%)	11	(2.1%)	76	(14.7%)	519	(100.0%)
		Sciences	447	(80.6%)	34	(6.1%)	42	(7.6%)	32	(5.7%)	554	(100.0%)
		Engineering and Technology	302	(74.5%)	20	(4.8%)	74	(18.3%)	10	(2.4%)	405	(100.0%)
		Business and management	433	(88.5%)	52	(10.7%)	-	-	4	(0.7%)	489	(100.0%)
		Social Sciences	424	(86.4%)	41	(8.3%)	17	(3.5%)	9	(1.8%)	490	(100.0%)
		Arts and Humanities	395	(93.4%)	7	(1.7%)	9	(2.1%)	12	(2.8%)	423	(100.0%)
		Education	64	(93.0%)	1	(0.7%)	3	(3.9%)	2	(2.4%)	69	(100.0%)
	Sub-total		2 443	(82.8%)	206	(7.0%)	156	(5.3%)	144	(4.9%)	2 949	(100.0%)
	HKIEd	Sciences	64	(80.8%)	@	*	14	(18.1%)	1	(1.1%)	79	(100.0%)
Business and management		2	(94.8%)	-	-	@	(5.2%)	-	-	2	(100.0%)	
Social Sciences		18	(87.6%)	@	*	2	(12.1%)	@	(0.3%)	21	(100.0%)	
Arts and Humanities		249	(80.3%)	1	(0.4%)	57	(18.5%)	3	(0.8%)	310	(100.0%)	
Education		193	(81.7%)	1	(0.3%)	41	(17.2%)	2	(0.7%)	236	(100.0%)	
	Sub-total		526	(81.2%)	2	(0.3%)	115	(17.7%)	5	(0.8%)	648	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
	PolyU	Medicine, Dentistry and Health	498	(80.8%)	6	(1.0%)	108	(17.5%)	4	(0.6%)	616	(100.0%)
		Sciences	228	(82.8%)	3	(1.0%)	44	(15.9%)	1	(0.4%)	275	(100.0%)
		Engineering and Technology	550	(78.4%)	10	(1.4%)	138	(19.7%)	4	(0.6%)	702	(100.0%)
		Business and management	466	(78.0%)	18	(3.1%)	106	(17.7%)	7	(1.2%)	598	(100.0%)
		Social Sciences	54	(88.5%)	-	-	7	(11.5%)	-	-	61	(100.0%)
		Arts and Humanities	154	(66.2%)	5	(2.3%)	70	(30.0%)	4	(1.5%)	232	(100.0%)
	Sub-total		1 950	(78.5%)	42	(1.7%)	472	(19.0%)	20	(0.8%)	2 484	(100.0%)
	HKUST	Sciences	482	(94.5%)	13	(2.6%)	8	(1.5%)	7	(1.4%)	509	(100.0%)
		Engineering and Technology	442	(81.8%)	17	(3.2%)	74	(13.7%)	7	(1.3%)	541	(100.0%)
		Business and management	560	(85.4%)	78	(11.9%)	@	*	18	(2.7%)	656	(100.0%)
		Social Sciences	45	(95.6%)	1	(3.0%)	@	(0.3%)	1	(1.1%)	48	(100.0%)
		Arts and Humanities	19	(92.7%)	1	(4.9%)	-	-	1	(2.4%)	21	(100.0%)
	Sub-total		1 548	(87.3%)	111	(6.3%)	82	(4.6%)	33	(1.9%)	1 774	(100.0%)
	HKU	Medicine, Dentistry and Health	392	(71.3%)	60	(10.9%)	45	(8.2%)	53	(9.6%)	550	(100.0%)
		Sciences	296	(82.4%)	46	(12.7%)	13	(3.8%)	4	(1.1%)	359	(100.0%)
		Engineering and Technology	412	(88.7%)	48	(10.4%)	4	(0.9%)	@	(0.1%)	465	(100.0%)
		Business and management	179	(71.5%)	67	(26.9%)	1	(0.4%)	3	(1.2%)	250	(100.0%)
		Social Sciences	383	(72.7%)	131	(24.9%)	5	(0.9%)	8	(1.6%)	526	(100.0%)
		Arts and Humanities	272	(77.3%)	26	(7.3%)	49	(13.9%)	5	(1.5%)	352	(100.0%)
		Education	45	(46.5%)	5	(5.7%)	41	(43.3%)	4	(4.5%)	96	(100.0%)
	Sub-total		1 978	(76.1%)	383	(14.7%)	159	(6.1%)	78	(3.0%)	2 598	(100.0%)
All Institutions			11 601	(81.1%)	786	(5.5%)	1 336	(9.3%)	584	(4.1%)	14 307	(100.0%)
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	6	(99.2%)	@	(0.3%)	-	-	@	(0.5%)	6	(100.0%)
		Sciences	363	(99.1%)	1	(0.2%)	1	(0.2%)	2	(0.6%)	366	(100.0%)
		Engineering and Technology	479	(99.2%)	1	(0.3%)	-	-	2	(0.5%)	483	(100.0%)
		Business and management	624	(90.8%)	1	(0.2%)	52	(7.5%)	10	(1.5%)	686	(100.0%)
		Social Sciences	263	(83.9%)	9	(3.0%)	36	(11.4%)	5	(1.7%)	314	(100.0%)
		Arts and Humanities	201	(90.7%)	1	(0.3%)	15	(6.7%)	5	(2.3%)	222	(100.0%)
	Sub-total		1 936	(93.2%)	13	(0.6%)	103	(5.0%)	25	(1.2%)	2 077	(100.0%)
	HKBU	Medicine, Dentistry and Health	37	(100.0%)	-	-	-	-	-	-	37	(100.0%)
		Sciences	194	(100.0%)	-	-	-	-	-	-	194	(100.0%)
		Business and management	222	(100.0%)	-	-	-	-	-	-	222	(100.0%)
		Social Sciences	378	(100.0%)	-	-	-	-	-	-	378	(100.0%)
		Arts and Humanities	320	(100.0%)	-	-	-	-	-	-	320	(100.0%)
	Education	76	(100.0%)	-	-	-	-	-	-	76	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
	Sub-total		1 227	(100.0%)	-	-	-	-	-	-	1 227	(100.0%)
	LU	Business and management	163	(98.2%)	-	-	-	-	3	(1.8%)	166	(100.0%)
		Social Sciences	122	(100.0%)	-	-	-	-	-	-	122	(100.0%)
		Arts and Humanities	240	(100.0%)	-	-	-	-	-	-	240	(100.0%)
	Sub-total		525	(99.4%)	-	-	-	-	3	(0.6%)	528	(100.0%)
	CUHK	Medicine, Dentistry and Health	448	(85.0%)	45	(8.6%)	1	(0.2%)	33	(6.3%)	527	(100.0%)
		Sciences	565	(98.6%)	5	(0.9%)	-	-	3	(0.5%)	573	(100.0%)
		Engineering and Technology	438	(97.4%)	7	(1.5%)	-	-	5	(1.1%)	449	(100.0%)
		Business and management	474	(90.4%)	20	(3.7%)	2	(0.4%)	29	(5.5%)	524	(100.0%)
		Social Sciences	472	(91.9%)	26	(5.0%)	1	(0.2%)	15	(2.9%)	514	(100.0%)
		Arts and Humanities	421	(99.1%)	2	(0.5%)	-	-	2	(0.5%)	425	(100.0%)
		Education	71	(99.1%)	-	-	-	-	1	(0.9%)	72	(100.0%)
		Sub-total		2 889	(93.7%)	104	(3.4%)	4	(0.1%)	87	(2.8%)	3 084
	HKIEd	Sciences	93	(99.1%)	-	-	@	(0.4%)	@	(0.4%)	94	(100.0%)
		Business and management	6	(100.0%)	-	-	-	-	-	-	6	(100.0%)
		Social Sciences	22	(99.9%)	-	-	@	*	@	*	22	(100.0%)
		Arts and Humanities	331	(99.9%)	-	-	@	(0.1%)	@	(0.1%)	332	(100.0%)
		Education	305	(99.7%)	-	-	@	(0.1%)	@	(0.1%)	305	(100.0%)
	Sub-total		757	(99.7%)	-	-	1	(0.1%)	1	(0.1%)	759	(100.0%)
	PolyU	Medicine, Dentistry and Health	619	(100.0%)	-	-	-	-	-	-	619	(100.0%)
		Sciences	266	(99.8%)	1	(0.2%)	-	-	-	-	266	(100.0%)
		Engineering and Technology	628	(99.7%)	2	(0.3%)	-	-	-	-	631	(100.0%)
		Business and management	523	(99.9%)	@	(0.1%)	-	-	-	-	523	(100.0%)
		Social Sciences	72	(100.0%)	-	-	-	-	-	-	72	(100.0%)
		Arts and Humanities	216	(100.0%)	-	-	-	-	-	-	216	(100.0%)
	Sub-total		2 324	(99.9%)	3	(0.1%)	-	-	-	-	2 327	(100.0%)
	HKUST	Sciences	819	(98.1%)	3	(0.3%)	-	-	14	(1.6%)	835	(100.0%)
Engineering and Technology		124	(98.3%)	@	(0.3%)	-	-	2	(1.4%)	126	(100.0%)	
Business and management		122	(97.3%)	@	(0.2%)	-	-	3	(2.5%)	125	(100.0%)	
Social Sciences		207	(97.1%)	@	(0.2%)	-	-	6	(2.7%)	214	(100.0%)	
Arts and Humanities		524	(97.7%)	1	(0.3%)	-	-	11	(2.0%)	536	(100.0%)	
Sub-total		1 796	(97.8%)	5	(0.3%)	-	-	35	(1.9%)	1 836	(100.0%)	
HKU	Medicine, Dentistry and Health	390	(67.8%)	67	(11.7%)	89	(15.5%)	29	(5.0%)	575	(100.0%)	
	Sciences	356	(89.5%)	10	(2.4%)	30	(7.4%)	2	(0.6%)	398	(100.0%)	
		Engineering and Technology	371	(66.9%)	53	(9.5%)	119	(21.4%)	12	(2.1%)	555	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Business and management	245	(84.4%)	31	(10.7%)	7	(2.3%)	8	(2.6%)	290	(100.0%)
		Social Sciences	451	(79.1%)	75	(13.2%)	29	(5.1%)	15	(2.6%)	570	(100.0%)
		Arts and Humanities	285	(77.0%)	19	(5.1%)	55	(14.9%)	11	(2.9%)	370	(100.0%)
		Education	44	(66.7%)	3	(5.2%)	15	(23.3%)	3	(4.8%)	66	(100.0%)
	Sub-total		2 142	(75.8%)	258	(9.1%)	344	(12.2%)	80	(2.8%)	2 824	(100.0%)
All Institutions			13 596	(92.7%)	383	(2.6%)	452	(3.1%)	231	(1.6%)	14 662	(100.0%)
2013/14	CityU	Medicine, Dentistry and Health	5	(83.5%)	@	(0.5%)	1	(12.5%)	@	(3.5%)	6	(100.0%)
		Sciences	334	(82.9%)	4	(1.1%)	29	(7.1%)	36	(8.9%)	403	(100.0%)
		Engineering and Technology	389	(79.9%)	3	(0.6%)	70	(14.4%)	25	(5.1%)	486	(100.0%)
		Business and Management	518	(75.9%)	11	(1.6%)	27	(4.0%)	127	(18.5%)	683	(100.0%)
		Social Sciences	248	(75.4%)	23	(7.0%)	40	(12.1%)	18	(5.5%)	328	(100.0%)
		Arts and Humanities	164	(77.8%)	4	(1.9%)	25	(12.0%)	17	(8.2%)	211	(100.0%)
	Sub-total		1 658	(78.3%)	45	(2.1%)	192	(9.1%)	223	(10.5%)	2 118	(100.0%)
	HKBU	Medicine, Dentistry and Health	34	(85.0%)	-	-	-	-	6	(15.0%)	40	(100.0%)
		Sciences	183	(97.3%)	1	(0.5%)	-	-	4	(2.1%)	188	(100.0%)
		Business and Management	171	(78.0%)	2	(0.9%)	-	-	46	(21.1%)	219	(100.0%)
		Social Sciences	343	(94.0%)	3	(0.9%)	10	(2.7%)	9	(2.5%)	364	(100.0%)
		Arts and Humanities	264	(83.5%)	3	(1.0%)	36	(11.5%)	13	(4.0%)	316	(100.0%)
		Education	63	(78.8%)	-	-	2	(2.5%)	15	(18.8%)	80	(100.0%)
	Sub-total		1 057	(87.6%)	9	(0.7%)	48	(4.0%)	93	(7.7%)	1 207	(100.0%)
	LU	Business and Management	156	(94.0%)	5	(3.0%)	4	(2.4%)	1	(0.6%)	166	(100.0%)
		Social Sciences	117	(94.4%)	1	(0.8%)	4	(3.2%)	2	(1.6%)	124	(100.0%)
		Arts and Humanities	236	(97.9%)	1	(0.4%)	4	(1.7%)	-	-	241	(100.0%)
	Sub-total		509	(95.9%)	7	(1.3%)	12	(2.3%)	3	(0.6%)	531	(100.0%)
	CUHK	Medicine, Dentistry and Health	381	(71.5%)	86	(16.1%)	11	(2.0%)	55	(10.4%)	532	(100.0%)
		Sciences	499	(88.2%)	29	(5.1%)	18	(3.3%)	20	(3.5%)	566	(100.0%)
		Engineering and Technology	326	(75.7%)	30	(7.0%)	61	(14.1%)	14	(3.2%)	430	(100.0%)
		Business and Management	457	(85.8%)	51	(9.6%)	5	(0.9%)	20	(3.7%)	532	(100.0%)
		Social Sciences	436	(84.7%)	50	(9.8%)	12	(2.3%)	16	(3.2%)	515	(100.0%)
		Arts and Humanities	406	(94.2%)	8	(1.9%)	1	(0.2%)	16	(3.7%)	431	(100.0%)
		Education	64	(94.6%)	1	(1.5%)	-	-	3	(4.0%)	68	(100.0%)
	Sub-total		2 568	(83.5%)	255	(8.3%)	108	(3.5%)	143	(4.7%)	3 074	(100.0%)
	HKIEd	Sciences	72	(85.1%)	@	(0.2%)	12	(14.1%)	@	(0.6%)	84	(100.0%)
		Business and Management	2	(80.7%)	@	(0.9%)	@	(17.2%)	@	(1.2%)	3	(100.0%)
		Social Sciences	47	(79.7%)	@	(0.5%)	11	(18.4%)	1	(1.5%)	59	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Arts and Humanities	220	(74.6%)	1	(0.5%)	66	(22.5%)	7	(2.4%)	295	(100.0%)
		Education	169	(80.1%)	1	(0.5%)	37	(17.8%)	3	(1.6%)	211	(100.0%)
	Sub-total		510	(78.2%)	3	(0.5%)	127	(19.5%)	12	(1.8%)	652	(100.0%)
	PolyU	Medicine, Dentistry and Health	531	(87.6%)	4	(0.7%)	66	(10.9%)	5	(0.8%)	606	(100.0%)
		Sciences	226	(84.2%)	-	-	40	(14.9%)	2	(0.9%)	268	(100.0%)
		Engineering and Technology	550	(86.7%)	7	(1.1%)	74	(11.6%)	4	(0.7%)	635	(100.0%)
		Business and Management	466	(85.9%)	13	(2.4%)	47	(8.7%)	16	(3.0%)	542	(100.0%)
		Social Sciences	61	(82.7%)	1	(1.8%)	9	(12.5%)	2	(3.0%)	73	(100.0%)
		Arts and Humanities	172	(79.6%)	5	(2.3%)	36	(16.7%)	3	(1.4%)	216	(100.0%)
	Sub-total		2 005	(85.7%)	30	(1.3%)	272	(11.6%)	33	(1.4%)	2 340	(100.0%)
	HKUST	Sciences	687	(90.0%)	29	(3.8%)	27	(3.6%)	20	(2.7%)	763	(100.0%)
		Engineering and Technology	135	(83.1%)	6	(3.8%)	18	(11.0%)	3	(2.0%)	162	(100.0%)
		Business and Management	218	(87.5%)	22	(9.0%)	2	(0.6%)	7	(2.8%)	250	(100.0%)
		Social Sciences	168	(88.1%)	16	(8.2%)	2	(1.1%)	5	(2.6%)	191	(100.0%)
		Arts and Humanities	429	(89.5%)	26	(5.4%)	12	(2.5%)	12	(2.5%)	480	(100.0%)
	Sub-total		1 637	(88.7%)	99	(5.4%)	61	(3.3%)	48	(2.6%)	1 845	(100.0%)
	HKU	Medicine, Dentistry and Health	414	(72.3%)	57	(9.9%)	86	(15.0%)	16	(2.8%)	573	(100.0%)
		Sciences	367	(86.8%)	31	(7.3%)	22	(5.2%)	3	(0.8%)	423	(100.0%)
		Engineering and Technology	404	(73.3%)	41	(7.4%)	94	(17.1%)	12	(2.2%)	550	(100.0%)
		Business and Management	231	(80.4%)	50	(17.3%)	4	(1.5%)	2	(0.9%)	287	(100.0%)
		Social Sciences	475	(79.8%)	103	(17.4%)	9	(1.5%)	8	(1.4%)	595	(100.0%)
		Arts and Humanities	286	(75.7%)	39	(10.2%)	45	(11.9%)	8	(2.1%)	377	(100.0%)
		Education	48	(68.6%)	10	(14.4%)	11	(16.0%)	1	(1.0%)	70	(100.0%)
	Sub-total		2 224	(77.3%)	330	(11.5%)	271	(9.4%)	51	(1.8%)	2 876	(100.0%)
All Institutions			12 168	(83.1%)	778	(5.3%)	1 091	(7.5%)	606	(4.1%)	14 643	(100.0%)
2014/15#	CityU	Medicine, Dentistry and Health	5	(85.1%)	@	(1.3%)	1	(13.6%)	-	-	6	(100.0%)
		Sciences	310	(79.3%)	7	(1.8%)	71	(18.1%)	4	(0.9%)	391	(100.0%)
		Engineering and Technology	382	(80.3%)	6	(1.3%)	87	(18.4%)	-	-	476	(100.0%)
		Business and Management	530	(75.9%)	8	(1.2%)	133	(19.0%)	27	(3.9%)	698	(100.0%)
		Social Sciences	252	(75.3%)	22	(6.5%)	58	(17.3%)	3	(0.8%)	334	(100.0%)
		Arts and Humanities	161	(77.5%)	5	(2.2%)	36	(17.2%)	6	(3.1%)	208	(100.0%)
	Sub-total		1 639	(77.6%)	48	(2.3%)	385	(18.2%)	40	(1.9%)	2 112	(100.0%)
	HKBU	Medicine, Dentistry and Health	29	(90.6%)	1	(3.1%)	2	(6.3%)	-	-	32	(100.0%)
		Sciences	180	(97.8%)	-	-	1	(0.5%)	3	(1.6%)	184	(100.0%)
		Business and Management	184	(86.3%)	3	(1.6%)	9	(4.3%)	16	(7.7%)	213	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>				
		Social Sciences	329	(88.7%)	3	(0.7%)	20	(5.4%)	19	(5.1%)	371	(100.0%)	
		Arts and Humanities	271	(85.5%)	9	(2.8%)	23	(7.2%)	14	(4.6%)	317	(100.0%)	
		Education	68	(82.9%)	1	(1.2%)	6	(7.3%)	7	(8.5%)	82	(100.0%)	
	Sub-total		1 061	(88.5%)	17	(1.4%)	61	(5.1%)	60	(5.0%)	1 199	(100.0%)	
	LU	Business and Management	163	(95.3%)	3	(1.8%)	5	(2.9%)	-	-	171	(100.0%)	
		Social Sciences	119	(96.0%)	1	(0.8%)	2	(1.6%)	2	(1.6%)	124	(100.0%)	
		Arts and Humanities	244	(98.0%)	2	(0.8%)	3	(1.2%)	-	-	249	(100.0%)	
	Sub-total		526	(96.7%)	6	(1.1%)	10	(1.8%)	2	(0.4%)	544	(100.0%)	
	CUHK	Medicine, Dentistry and Health	383	(72.8%)	107	(20.2%)	20	(3.8%)	17	(3.2%)	527	(100.0%)	
		Sciences	519	(91.2%)	33	(5.9%)	16	(2.7%)	1	(0.2%)	569	(100.0%)	
		Engineering and Technology	324	(77.1%)	30	(7.2%)	66	(15.6%)	@	*	420	(100.0%)	
		Business and Management	449	(84.5%)	71	(13.3%)	6	(1.1%)	6	(1.1%)	531	(100.0%)	
		Social Sciences	446	(86.8%)	48	(9.4%)	15	(3.0%)	4	(0.9%)	513	(100.0%)	
		Arts and Humanities	405	(94.9%)	11	(2.6%)	5	(1.2%)	6	(1.4%)	427	(100.0%)	
		Education	62	(96.1%)	-	-	1	(0.8%)	2	(3.1%)	64	(100.0%)	
		Sub-total		2 588	(84.8%)	300	(9.8%)	128	(4.2%)	36	(1.2%)	3 052	(100.0%)
		HKIED	Sciences	68	(87.6%)	@	(0.1%)	8	(10.5%)	1	(1.8%)	78	(100.0%)
	Social Sciences		61	(85.7%)	@	(0.3%)	9	(12.8%)	1	(1.2%)	71	(100.0%)	
	Arts and Humanities		223	(78.9%)	2	(0.7%)	53	(18.6%)	5	(1.8%)	283	(100.0%)	
	Education		195	(82.5%)	1	(0.3%)	37	(15.6%)	4	(1.6%)	237	(100.0%)	
	Sub-total		547	(81.9%)	3	(0.4%)	107	(16.0%)	11	(1.6%)	668	(100.0%)	
	PolyU	Medicine, Dentistry and Health	530	(87.0%)	28	(4.6%)	36	(5.9%)	15	(2.5%)	609	(100.0%)	
		Sciences	233	(85.6%)	2	(0.7%)	37	(13.7%)	-	-	272	(100.0%)	
		Engineering and Technology	536	(85.1%)	21	(3.4%)	73	(11.5%)	-	-	630	(100.0%)	
		Business and Management	451	(82.9%)	21	(3.8%)	63	(11.6%)	9	(1.6%)	544	(100.0%)	
		Social Sciences	60	(83.1%)	@	(0.3%)	12	(16.6%)	@	*	73	(100.0%)	
		Arts and Humanities	159	(74.0%)	11	(5.0%)	38	(17.7%)	7	(3.3%)	215	(100.0%)	
	Sub-total		1 970	(84.1%)	83	(3.5%)	259	(11.1%)	31	(1.3%)	2 343	(100.0%)	
	HKUST	Sciences	483	(91.8%)	34	(6.5%)	7	(1.3%)	2	(0.4%)	526	(100.0%)	
		Engineering and Technology	475	(86.2%)	26	(4.7%)	50	(9.1%)	-	-	551	(100.0%)	
		Business and Management	499	(87.6%)	71	(12.4%)	-	-	-	-	570	(100.0%)	
		Social Sciences	122	(88.9%)	15	(11.1%)	-	-	-	-	137	(100.0%)	
		Arts and Humanities	22	(95.7%)	1	(4.3%)	-	-	-	-	23	(100.0%)	
	Sub-total		1 601	(88.6%)	147	(8.1%)	57	(3.2%)	2	(0.1%)	1 807	(100.0%)	
		HKU	Medicine, Dentistry and Health	422	(73.3%)	68	(11.8%)	82	(14.2%)	4	(0.7%)	576	(100.0%)



Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Sciences	358	(84.1%)	41	(9.6%)	26	(6.2%)	@	(0.1%)	426	(100.0%)
		Engineering and Technology	477	(75.0%)	55	(8.6%)	104	(16.4%)	-	-	637	(100.0%)
		Business and Management	237	(82.0%)	50	(17.3%)	2	(0.6%)	@	(0.1%)	289	(100.0%)
		Social Sciences	484	(78.2%)	121	(19.5%)	13	(2.1%)	1	(0.2%)	619	(100.0%)
		Arts and Humanities	340	(84.0%)	25	(6.2%)	40	(9.8%)	-	-	405	(100.0%)
		Education	52	(71.5%)	8	(11.6%)	12	(16.0%)	1	(1.0%)	73	(100.0%)
	Sub-total		2 370	(78.4%)	368	(12.2%)	279	(9.2%)	7	(0.2%)	3 024	(100.0%)
All Institutions			12 302	(83.4%)	972	(6.6%)	1 286	(8.7%)	189	(1.3%)	14 749	(100.0%)

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- '-' denotes nil.
- # Provisional figures
- '@' denotes 'magnitude less than 0.5'.
- '\*' denotes 'less than 0.05%'.
- Figures in brackets denote percentage share to respective totals. Percentages may not add up to the corresponding totals owing to rounding.
- Abbreviations:
 

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

**Student Enrolment of UGC-funded Undergraduate Programmes by Institution,  
Broad Academic Programme Category and Mode of Study, 2010/11 to 2014/15**

(headcount)

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
2010/11	CityU	FT	-	1 514	1 678	3 034	1 565	826	-	8 617
		PT	-	2	1	-	-	-	-	3
		Sub-total	-	1 516	1 679	3 034	1 565	826	-	8 620
	HKBU	FT	203	850	-	871	1 383	1 084	395	4 786
		Sub-total	203	850	-	871	1 383	1 084	395	4 786
	LU	FT	-	-	-	779	525	929	-	2 233
		Sub-total	-	-	-	779	525	929	-	2 233
	CUHK	FT	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
		Sub-total	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
	HKIEd	FT	-	350	-	9	65	1 141	1 082	2 647
		PT	-	73	-	-	5	188	1 237	1 503
		Sub-total	-	423	-	9	69	1 329	2 319	4 150
	PolyU	FT	1 619	1 244	2 975	2 780	311	992	-	9 920
		Sub-total	1 619	1 244	2 975	2 780	311	992	-	9 920
	HKUST	FT	-	1 714	2 177	2 029	211	-	19	6 151
		Sub-total	-	1 714	2 177	2 029	211	-	19	6 151
	HKU	FT	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
		Sub-total	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
	Total	FT	5 615	9 348	10 118	12 841	8 227	7 774	2 138	56 059
		PT	-	75	1	-	5	188	1 237	1 506
		Total	5 615	9 423	10 118	12 841	8 231	7 962	3 375	57 565
2011/12	CityU	FT	-	1 480	1 650	3 036	1 581	846	-	8 594
		Sub-total	-	1 480	1 650	3 036	1 581	846	-	8 594
	HKBU	FT	204	858	-	881	1 361	1 106	383	4 793
		Sub-total	204	858	-	881	1 361	1 106	383	4 793
	LU	FT	-	-	-	740	510	902	-	2 152
		Sub-total	-	-	-	740	510	902	-	2 152
	CUHK	FT	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
		Sub-total	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
	HKIEd	FT	-	402	-	@	86	1 311	1 126	2 925
		PT	-	85	-	2	8	201	1 197	1 491
		Sub-total	-	486	-	2	94	1 511	2 323	4 416
	PolyU	FT	1 657	1 316	3 020	2 681	298	972	-	9 945
		Sub-total	1 657	1 316	3 020	2 681	298	972	-	9 945
	HKUST	FT	-	1 800	2 206	2 103	245	18	18	6 389
		Sub-total	-	1 800	2 206	2 103	245	18	18	6 389
	HKU	FT	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
		Sub-total	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
	Total	FT	5 935	9 612	10 150	12 839	8 260	7 916	2 209	56 921
		PT	-	85	-	2	8	201	1 197	1 491

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
		Total	5 935	9 696	10 150	12 841	8 267	8 117	3 406	58 412
2012/13 <sup>^</sup>	CityU	FT	7	1 909	2 219	3 832	1 877	1 165	-	11 008
		Sub-total	7	1 909	2 219	3 832	1 877	1 165	-	11 008
	HKBU	FT	259	1 088	-	1 171	1 793	1 476	468	6 255
		Sub-total	259	1 088	-	1 171	1 793	1 476	468	6 255
	LU	FT	-	-	-	880	611	1 131	-	2 622
		Sub-total	-	-	-	880	611	1 131	-	2 622
	CUHK	FT	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
		Sub-total	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
	HKIEd	FT	-	495	-	16	114	1 551	1 604	3 781
		PT	-	80	-	-	5	222	1 197	1 503
		Sub-total	-	575	-	16	119	1 773	2 801	5 284
	PolyU	FT	2 466	1 613	3 794	3 438	369	1 275	-	12 955
		Sub-total	2 466	1 613	3 794	3 438	369	1 275	-	12 955
	HKUST	FT	-	2 817	2 349	2 293	510	645	12	8 626
		Sub-total	-	2 817	2 349	2 293	510	645	12	8 626
	HKU	FT	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316
		Sub-total	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316
	Total	FT	8 263	12 806	12 991	16 138	10 827	10 874	2 949	74 848
		PT	-	80	-	-	5	222	1 197	1 503
		Total	8 263	12 886	12 991	16 138	10 832	11 096	4 145	76 351
2013/14	CityU	FT	12	2 010	2 309	3 816	1 941	1 280	-	11 369
		Sub-total	12	2 010	2 309	3 816	1 941	1 280	-	11 369
	HKBU	FT	263	1 048	-	1 181	1 841	1 547	484	6 365
		Sub-total	263	1 048	-	1 181	1 841	1 547	484	6 365
	LU	FT	-	-	-	856	591	1 123	-	2 570
		Sub-total	-	-	-	856	591	1 123	-	2 570
	CUHK	FT	2 870	2 815	2 088	3 058	2 642	2 063	352	15 889
		Sub-total	2 870	2 815	2 088	3 058	2 642	2 063	352	15 889
	HKIEd	FT	-	461	-	18	212	1 570	1 535	3 796
		PT	-	47	-	7	6	182	1 225	1 466
		Sub-total	-	507	-	26	218	1 751	2 759	5 262
	PolyU	FT	2 622	1 604	3 803	3 518	378	1 325	-	13 249
		Sub-total	2 622	1 604	3 803	3 518	378	1 325	-	13 249
	HKUST	FT	-	3 126	1 835	2 013	701	1 111	9	8 794
		Sub-total	-	3 126	1 835	2 013	701	1 111	9	8 794
	HKU	FT	2 972	2 226	2 599	1 593	3 103	1 706	522	14 721
		Sub-total	2 972	2 226	2 599	1 593	3 103	1 706	522	14 721
	Total	FT	8 740	13 289	12 634	16 053	11 410	11 725	2 902	76 753
		PT	-	47	-	7	6	182	1 225	1 466
		Total	8 740	13 336	12 634	16 061	11 416	11 907	4 127	78 219
2014/15 <sup>#</sup>	CityU	FT	18	2 012	2 474	3 973	2 120	1 430	-	12 028
		Sub-total	18	2 012	2 474	3 973	2 120	1 430	-	12 028
	HKBU	FT	270	1 065	-	1 170	1 869	1 561	530	6 465
		Sub-total	270	1 065	-	1 170	1 869	1 561	530	6 465

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
	LU	FT	-	-	-	835	572	1 125	-	2 532
		Sub-total	-	-	-	835	572	1 125	-	2 532
	CUHK	FT	2 980	2 939	2 101	3 120	2 725	2 150	364	16 379
		Sub-total	2 980	2 939	2 101	3 120	2 725	2 150	364	16 379
	HKIEd	FT	-	395	-	-	341	1 524	1 466	3 725
		PT	-	34	-	-	29	187	1 294	1 545
		Sub-total	-	429	-	-	370	1 711	2 760	5 270
	PolyU	FT	2 806	1 621	3 903	3 795	419	1 409	-	13 954
		Sub-total	2 806	1 621	3 903	3 795	419	1 409	-	13 954
	HKUST	FT	-	2 548	2 886	2 767	569	101	4	8 875
		Sub-total	-	2 548	2 886	2 767	569	101	4	8 875
	HKU	FT	3 087	2 327	2 757	1 652	3 257	1 822	508	15 411
		Sub-total	3 087	2 327	2 757	1 652	3 257	1 822	508	15 411
	Total	FT	9 161	12 907	14 122	17 313	11 872	11 121	2 872	79 369
		PT	-	34	-	-	29	187	1 294	1 545
		Total	9 161	12 942	14 122	17 313	11 901	11 309	4 166	80 914

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
- '@' denotes 'magnitude less than 0.5.'
- '-' denotes nil.
- # Provisional figures
- Abbreviations:  
CityU City University of Hong Kong  
HKBU Hong Kong Baptist University  
LU Lingnan University  
CUHK The Chinese University of Hong Kong  
HKIEd The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong  
FT Full-time  
PT Part-time

- End -

**CONTROLLING OFFICER'S REPLY****EDB590****(Question Serial No. 4111)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the provision and requirement of student hostel places in various institutions in the past 5 years (from the 2010/11 to 2014/15 academic years), please provide the following information:

- (a) the requirement, shortfall and unit cost of publicly-funded hostel places of each UGC-funded institution;
- (b) the criteria for working out the number of hostel places, including the length of accommodation offered for various categories of students according to their place of origin, level of study, and funding mode of programmes; and
- (c) the capital works projects of UGC-funded institutions involving student hostel places, the project amounts, completion dates and expected number of hostel places to be provided.

Asked by: Hon IP Kin-yuen (Member Question No. 72)Reply:

- (a) The requirements for publicly-funded hostel places and additional requirements for publicly-funded hostel places above the level of supply broken down by the University Grants Committee (UGC)-funded institutions for the five academic years (2010/11 to 2014/15) are tabulated at the Annex.

The unit cost of a student hostel place depends mainly on the prevailing construction cost in the market and the site conditions and varies from time to time. For indicative purpose, the estimated cost of a publicly-funded hostel project to be submitted to the Finance Committee of the Legislative Council for funding approval, taking into account all associated facilities, is about \$788,000 per hostel place in September 2014 prices. Under the prevailing hostel policy, the Government will fund up to 75% of the capital cost of the approved level of publicly-funded student hostel provision, with the remainder to be met by the respective institutions using their own sources of private funding.

(b) Under the prevailing hostel policy, the UGC-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria<sup>1</sup>:

- (i) all undergraduate students should be given the opportunity to stay in student hostels for at least one year of their courses;
- (ii) all research postgraduate students should be granted student hostel places;
- (iii) all non-local students should be granted student hostel places; and
- (iv) all undergraduate students whose daily travelling time exceed four hours should be provided with student hostel places throughout their courses.

The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places to their students according to their own established criteria and procedures, taking into account, among other things, the actual number and individual merits of applications received.

(c) In the past five academic years, a total of six hostel projects providing some 6 650 hostel places have been completed. Details on these six completed hostel projects are listed below.

<b>Project Code</b>	<b>Project Title (Institution)</b>	<b>No. of Hostel Places Provided</b>	<b>Approved Project Estimate (\$ million)</b>	<b>Actual Completion Date</b>
8023EJ	Student hostel, phase 4 (City University of Hong Kong)	700	182.0	Dec 2011
8005EU	New academic block and student hostel (Lingnan University)	300	88.1 <sup>2</sup>	Feb 2012
8028EK	Student hostel, phase 3 (The Hong Kong Polytechnic University)	1 650	522.1	Jul 2012
8053EG	1 800-place student residences at Lung Wah Street, Kennedy Town (The University of Hong Kong)	1 800	643.6	Sep 2012
8013EL	701-place student residences (The Hong Kong University of Science and Technology)	701	201.3	Nov 2012
8053EF	1 500-place student hostel (The Chinese University of Hong Kong)	1 500	466.4	Feb 2013

Currently, one publicly-funded hostel project, namely 8015EL “Tseung Kwan O Joint Student Hostel” with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is under construction for completion in late 2015. It will provide a total of 520 publicly-funded hostel places to be allocated to The Hong Kong University of Science and Technology and/or Hong Kong Baptist University having regard to the prevailing supply of and demand for publicly-funded hostel places at the respective institutions.

<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

<sup>2</sup> The approved project estimate of 8005EU of Lingnan University is \$216 million, including \$127.9 million for the academic block and \$88.1 million for the student hostel.

(A) Requirements for publicly-funded hostel places by UGC-funded institutions under prevailing hostel policy\*

Institution	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year	2013/14 Academic Year	2014/15 Academic Year
City University of Hong Kong	4 674	4 282	4 649	4 911	5 383
Hong Kong Baptist University	2 270	2 254	2 493	2 583	2 741
Lingnan University	1 070	1 070	1 300	1 300	1 300
The Chinese University of Hong Kong	6 209	6 289	7 139	7 293	7 453
The Hong Kong Institute of Education	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	5 067	4 754	5 187	5 428	5 904
The Hong Kong University of Science and Technology	3 879	4 250	4 889	5 005	5 110
The University of Hong Kong	5 931	6 391	7 494	7 573	7 616
<b>Total</b>	<b>31 100</b>	<b>31 290</b>	<b>35 151</b>	<b>36 093</b>	<b>37 507</b>

(B) Additional requirements for publicly-funded hostel places above the level of supply at the time\*

Institution	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year	2013/14 Academic Year	2014/15 Academic Year
City University of Hong Kong	1 188	797	1 164	1 426	1 898
Hong Kong Baptist University	559	544	633	723	881
Lingnan University	-	-	-	-	-
The Chinese University of Hong Kong	554	107	957	1 111	1 271
The Hong Kong Institute of Education	-	-	-	-	-
The Hong Kong Polytechnic University	413	100	533	774	1 250
The Hong Kong University of Science and Technology	172	669	938	1 054	1 159
The University of Hong Kong	239	666	1 769	1 848	1 891
<b>Total</b>	<b>3 125</b>	<b>2 883</b>	<b>5 994</b>	<b>6 936</b>	<b>8 350</b>

\* The requirements in the 2010/11 academic year is calculated assuming that institutions had a non-local student ratio of 10%. The requirements in the 2011/12, 2012/13, 2013/14 and 2014/15 academic years are calculated based on the actual enrolment ratio of non-local students in the respective academic years.

- End -

**CONTROLLING OFFICER'S REPLY****EDB591****(Question Serial No. 4112)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

In respect of the senior year undergraduate programmes run by the UGC-funded institutions, please provide the following information:

1. In the past 5 years (from the 2010/11 to 2014/15 academic years), what are the number of publicly-funded senior year undergraduate places and their distribution by discipline? What are the number of self-financing senior year undergraduate places, their distribution by discipline and the tuition fees?
2. In the past 5 years, what is the number of publicly-funded senior year undergraduate places offered by each institution? Regarding the students admitted by the institutions into top-up degree programmes, please list, by institution, the previous institutions from which these students completed their sub-degree programmes; and
3. The number of publicly-funded senior year undergraduate places will be gradually increased to 5 000 in the 2018/19 academic year. In this connection, please list the number of places to be increased in each year and their distribution by discipline.

Asked by: Hon IP Kin-yuen (Member Question No. 73)

Reply:

1. The approved number of senior year undergraduate intake places allocated to the University Grants Committee (UGC)-funded institutions by programme from the 2010/11 to 2014/15 academic years is at **Annex A**. The number of estimated intakes and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes from the 2010/11 to 2014/15 academic years are at **Annex B**.
2. The number of UGC-funded senior year undergraduate intake places allocated to the UGC-funded institution from the 2010/11 to 2014/15 academic years is at **Annex A**. The actual intakes of the UGC-funded senior year undergraduate programmes by the types of institutions where the admitted students previously studied from which the highest qualification was achieved before entering the senior year programme from the 2010/11 to 2014/15 academic years are at **Annex C**.
3. The approved number of senior year undergraduate intake places allocated to the UGC-funded institutions by programme for the 2015/16 academic year is at **Annex D**. The Government has announced that the number of UGC-funded senior year undergraduate intake places will be progressively increased by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. As a modest start in the 2015/16 academic year (which is a



roll-over year), the number will increase by 265 to 4 265 in that year. As regards the remaining 735 places, the UGC is now working with the funded institutions to put the additional places to the most effective use during the 2016/17 to 2018/19 triennium. As such, the distribution of the 1 000 additional UGC-funded senior year intake places by institution and programme is not available yet.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2010/11 to 2014/15**

Institution	Programme	2010/11	2011/12	2012/13	2013/14	2014/15
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	149	149	124	185	269
	Bachelor of Arts/ Bachelor of Sciences	-	-	72	72	90
	Bachelor of Business Administration	286	286	286	286	347
	Bachelor of Engineering	31	31	51	64	167
	Bachelor of Sciences	62	62	78	87	115
	Bachelor of Social Sciences	156	156	184	233	321
	<b>Sub-total</b>	<b>684</b>	<b>684</b>	<b>795</b>	<b>927</b>	<b>1 309</b>
HKBU	Bachelor of Arts	59	59	76	92	126
	Bachelor of Business Administration	42	42	58	74	106
	Bachelor of Sciences	31	31	38	45	59
	Bachelor of Social Sciences	46	46	61	77	107
	<b>Sub-total</b>	<b>178</b>	<b>178</b>	<b>233</b>	<b>288</b>	<b>398</b>
LU	Bachelor of Arts	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	34	34	34	65	73
	Bachelor of Business Administration	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	32
	Bachelor of Nursing	60	60	60	60	60
	Bachelor of Sciences	15	15	65	105	151
	Bachelor of Social Sciences	6	6	36	45	59
	<b>Sub-total</b>	<b>155</b>	<b>155</b>	<b>235</b>	<b>315</b>	<b>385</b>
HKIED	Bachelor of Arts	-	-	13	27	34
	Bachelor of Social Sciences	-	-	7	14	46
	<b>Sub-total</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>41</b>	<b>80</b>

Institution	Programme	2010/11	2011/12	2012/13	2013/14	2014/15
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
PolyU	Bachelor of Arts	226	226	299	336	216
	Bachelor of Arts/ Bachelor of Sciences	-	-	-	-	365
	Bachelor of Business Administration	48	48	54	62	-
	Bachelor of Business Administration/ Bachelor of Sciences	85	85	93	103	241
	Bachelor of Engineering	93	93	100	151	40
	Bachelor of Engineering/ Bachelor of Sciences	-	-	-	-	235
	Bachelor of Nursing	40	40	40	40	40
	Bachelor of Sciences	202	202	219	245	182
	<b>Sub-total</b>	<b>694</b>	<b>694</b>	<b>805</b>	<b>937</b>	<b>1 319</b>
HKUST	Bachelor of Business Administration	-	-	15	15	15
	Bachelor of Engineering	57	57	65	65	65
	Bachelor of Sciences	-	-	20	20	20
	<b>Sub-total</b>	<b>57</b>	<b>57</b>	<b>100</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	27	27	35	50	50
	Bachelor of Business Administration	-	-	-	-	30
	Bachelor of Engineering	-	-	20	30	30
	Bachelor of Nursing	-	-	25	25	25
	Bachelor of Sciences	48	48	65	110	110
	Bachelor of Social Sciences	20	20	30	40	40
	<b>Sub-total</b>	<b>95</b>	<b>95</b>	<b>175</b>	<b>255</b>	<b>285</b>
<b>Total</b>		<b>1 987</b>	<b>1 987</b>	<b>2 487</b>	<b>2 987</b>	<b>4 000</b>

Notes:

1. Abbreviations:

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

2. HKIEd started to have senior year places as from 2012/13.

**Full-time Locally-accredited Self-financing Top-up Degree Programmes  
Offered by UGC-funded Institutions  
For the 2010/11 to 2014/15 Academic Year**

<b>Academic Year</b>	<b>Institution</b>	<b>Programme/Disciplines</b>	<b>Places at Intake Level</b>	<b>Average Annual Tuition Fee (\$)</b>
2010/11	CityU	Bachelor of Arts	134	75,000
		Bachelor of Science	120	71,400 – 75,000
		Bachelor of Social Sciences	80	75,000
	HKBU	Bachelor of Arts	60	63,000
		Bachelor of Commerce	190	63,000
		Bachelor of Social Sciences	230	63,000
	LU	Bachelor of Arts	12	80,000
		Bachelor of Business Administration	17	80,000
		Bachelor of Social Sciences	11	80,000
	HKIEd	Bachelor of Health Education	30	63,000
	PolyU	Bachelor of Arts	865	57,000 – 60,000
		Bachelor of Business Administration	160	71,400
		Bachelor of Engineering	110	65,100 – 68,250
		Bachelor of Science	135	73,200 – 75,600
2011/12	CityU	Bachelor of Arts	134	75,000 – 80,100
		Bachelor of Design	120	72,000
		Bachelor of Science	140	75,000
		Bachelor of Social Sciences	80	85,200
	HKBU	Bachelor of Arts	110	63,000 – 67,200
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	230	63,000
	HKIEd	Bachelor of Health Education	50	63,000
	PolyU	Bachelor of Arts	960	60,000 – 63,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	150	77,500 – 81,250
		Bachelor of Science	135	76,250 – 78,750
2012/13	CityU	Bachelor of Arts	564	75,000 – 90,300
		Bachelor of Business Administration	200	78,750

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
		Bachelor of Design	120	72,000
		Bachelor of Science	100	78,000
		Bachelor of Social Sciences	158	90,300
	HKBU	Bachelor of Arts	155	63,000 – 69,300
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	275	63,000 – 66,150
	CUHK	Bachelor of Business	185	117,600
	HKIEd	Bachelor of Arts	3	85,867
		Bachelor of Health Education	68	84,000
		Bachelor of Music	6	81,900
		Bachelor of Science Education	15	82,500 – 93,600
		Bachelor of Social Science Education	12	79,267
	PolyU	Bachelor of Arts	1 085	65,100 – 100,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	150	77,500 – 85,000
		Bachelor of Science	330	73,750 – 100,000
	HKU	Bachelor of Commerce	40	72,000
2013/14	CityU	Bachelor of Arts	1 124	61,750 – 95,700
		Bachelor of Business Administration	200	78,750
		Bachelor of Science	152	82,000
		Bachelor of Social Sciences	158	90,300
	HKBU	Bachelor of Arts	175	75,000 – 82,500
		Bachelor of Commerce	280	63,000 – 75,000
		Bachelor of Social Sciences	275	75,000 – 78,750
	CUHK	Bachelor of Business	270	117,600
	HKIEd	Bachelor of Health Education	62	84,000
		Bachelor of Social Science Education	50	73,500
	PolyU	Bachelor of Arts	1 037	66,500 – 75,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	180	77,500 – 85,000
		Bachelor of Science	340	73,750 – 110,000

<b>Academic Year</b>	<b>Institution</b>	<b>Programme/Disciplines</b>	<b>Places at Intake Level</b>	<b>Average Annual Tuition Fee (\$)</b>
	HKU	Bachelor of Social Sciences	160	66,650
		Bachelor of Arts	65	46,200
		Bachelor of Commerce	120	74,400 – 108,500
2014/15	CityU	Bachelor of Arts	500	93,600
		Bachelor of Business Administration	1 183	64,350 – 93,600
		Bachelor of Science	135	86,400
		Bachelor of Social Sciences	30	100,500
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business	300	108,000
		Bachelor of Communication	300	108,000
		Bachelor of Commerce	360	82,500 – 108,000
		Bachelor of Education	134	50,463
		Bachelor of Social Sciences	455	82,500
	CUHK	Bachelor of Business	300	119,400
		Bachelor of Commerce	80	109,091
		Bachelor of Creative Arts	35	95,000
	HKIEd	Bachelor of Arts	15	78,000
		Bachelor of Health Education	62	84,000
		Bachelor of Music	5	72,000
		Bachelor of Science Education	17	72,000 – 75,000
		Bachelor of Social Science Education	40	73,500
	PolyU	Bachelor of Arts	1 235	64,500 – 75,000
		Bachelor of Business	160	80,625
		Bachelor of Engineering	190	80,000 – 120,000
		Bachelor of Sciences	460	64,500 – 120,000
		Bachelor of Social Sciences	185	64,500
	HKU	Bachelor of Arts	142	46,200 – 73,333
		Bachelor of Commerce	210	74,400 – 108,500

Notes:

Abbreviations:

- |    |       |   |       |   |
|----|-------|---|-------|---|
| 1. | CityU | City University of Hong Kong            | HKBU  | Hong Kong Baptist University            |
|    | CUHK  | The Chinese University of<br>Hong Kong  | HKIEd | The Hong Kong Institute of<br>Education |
|    | PolyU | The Hong Kong<br>Polytechnic University | HKU   | The University of Hong Kong             |
2. The above table includes top-up degree programmes and senior-year places of degree programmes available for sub-degree graduates.

**Actual Intakes of UGC-funded Senior Year Undergraduate Programmes by Type of Institution Previously Studied from which the Highest Qualification was Achieved before Entering the Senior Year Programme, 2010/11 to 2014/15**

(headcount)						
Institution	Academic Year	Own Institution and Respective Community College(s)	Other UGC-funded Institutions and Their Community Colleges	Other Local Institutions	Others (including Non-local Colleges / Universities / Institutions)	Total
CityU	2010/11	434 (64.8%)	185 (27.6%)	51 (7.6%)	-	670 (100.0%)
	2011/12	378 (56.7%)	238 (35.7%)	51 (7.6%)	-	667 (100.0%)
	2012/13	390 (52.1%)	318 (42.5%)	40 (5.3%)	1 (0.1%)	749 (100.0%)
	2013/14	452 (48.8%)	428 (46.2%)	46 (5.0%)	1 (0.1%)	927 (100.0%)
	2014/15*	520 (40.7%)	660 (51.7%)	95 (7.4%)	2 (0.2%)	1 277 (100.0%)
HKBU	2010/11	49 (27.5%)	108 (60.7%)	21 (11.8%)	-	178 (100.0%)
	2011/12	50 (28.1%)	106 (59.6%)	22 (12.4%)	-	178 (100.0%)
	2012/13	94 (40.7%)	109 (47.2%)	25 (10.8%)	3 (1.3%)	231 (100.0%)
	2013/14	96 (33.3%)	171 (59.4%)	19 (6.6%)	2 (0.7%)	288 (100.0%)
	2014/15*	130 (33.2%)	207 (52.9%)	53 (13.6%)	1 (0.3%)	391 (100.0%)
LU	2010/11	70 (56.5%)	51 (41.1%)	2 (1.6%)	1 (0.8%)	124 (100.0%)
	2011/12	65 (52.4%)	52 (41.9%)	4 (3.2%)	3 (2.4%)	124 (100.0%)
	2012/13	73 (59.3%)	46 (37.4%)	1 (0.8%)	3 (2.4%)	123 (100.0%)
	2013/14	84 (68.3%)	37 (30.1%)	1 (0.8%)	1 (0.8%)	123 (100.0%)
	2014/15*	71 (57.7%)	39 (31.7%)	13 (10.6%)	-	123 (100.0%)
CUHK	2010/11	30 (19.4%)	114 (73.5%)	9 (5.8%)	2 (1.3%)	155 (100.0%)
	2011/12	32 (20.6%)	119 (76.8%)	4 (2.6%)	-	155 (100.0%)
	2012/13	49 (21.0%)	174 (74.7%)	10 (4.3%)	-	233 (100.0%)
	2013/14	59 (19.0%)	247 (79.4%)	5 (1.6%)	-	311 (100.0%)
	2014/15*	15 (3.9%)	341 (88.8%)	28 (7.3%)	-	384 (100.0%)
HKIEd	2012/13	2 (10.0%)	18 (90.0%)	-	-	20 (100.0%)
	2013/14	3 (8.3%)	33 (91.7%)	-	-	36 (100.0%)
	2014/15*	7 (8.9%)	64 (81.0%)	8 (10.1%)	-	79 (100.0%)
PolyU	2010/11	576 (76.9%)	86 (11.5%)	85 (11.3%)	2 (0.3%)	749 (100.0%)
	2011/12	589 (77.8%)	96 (12.7%)	72 (9.5%)	-	757 (100.0%)
	2012/13	695 (79.7%)	87 (10.0%)	90 (10.3%)	-	872 (100.0%)
	2013/14	744 (73.1%)	175 (17.2%)	97 (9.5%)	2 (0.2%)	1 018 (100.0%)
	2014/15*	926 (64.3%)	334 (23.2%)	178 (12.4%)	2 (0.1%)	1 440 (100.0%)
HKUST	2010/11	-	35 (61.4%)	22 (38.6%)	-	57 (100.0%)
	2011/12	-	42 (73.7%)	15 (26.3%)	-	57 (100.0%)
	2012/13	-	91 (91.0%)	9 (9.0%)	-	100 (100.0%)
	2013/14	-	98 (98.0%)	2 (2.0%)	-	100 (100.0%)
	2014/15*	-	95 (95.0%)	5 (5.0%)	-	100 (100.0%)
HKU	2010/11	59 (59.6%)	34 (34.3%)	1 (1.0%)	5 (5.0%)	99 (100.0%)
	2011/12	66 (64.7%)	33 (32.4%)	1 (1.0%)	2 (2.0%)	102 (100.0%)
	2012/13	83 (47.2%)	92 (52.3%)	1 (0.6%)	-	176 (100.0%)
	2013/14	151 (59.7%)	101 (39.9%)	1 (0.4%)	-	253 (100.0%)
	2014/15*	165 (57.9%)	113 (39.6%)	7 (2.5%)	-	285 (100.0%)
All Institutions	2010/11	1 218 (59.9%)	613 (30.2%)	191 (9.4%)	10 (0.5%)	2 032 (100.0%)
	2011/12	1 180 (57.8%)	686 (33.6%)	169 (8.3%)	5 (0.2%)	2 040 (100.0%)
	2012/13	1 386 (55.4%)	935 (37.3%)	176 (7.0%)	7 (0.3%)	2 504 (100.0%)
	2013/14	1 589 (52.0%)	1 290 (42.2%)	171 (5.6%)	6 (0.2%)	3 056 (100.0%)
	2014/15*	1 834 (45.0%)	1 853 (45.4%)	387 (9.5%)	5 (0.1%)	4 079 (100.0%)



Notes:

Abbreviations:

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

1. The figures refer to students enrolled into the approved UGC-funded senior year intake places and having sub-degree qualification as their highest qualification achieved.
2. Figures in brackets denote percentage share to respective total number of intakes.
3. The figures may not add up to the corresponding totals owing to rounding.
4. '-' denotes nil.
5. '\*' Provisional figures
6. HKIED did not have approved senior year places before 2012/13.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2015/16 Academic Year**

Institution	Programme	Penultimate Year (Intake)
CityU	Bachelor of Arts	277
	Bachelor of Arts/Bachelor of Sciences	96
	Bachelor of Business Administration	367
	Bachelor of Engineering	151
	Bachelor of Sciences	171
	Bachelor of Social Sciences	333
	<b>Sub-total</b>	<b>1 395</b>
HKBU	Bachelor of Arts	130
	Bachelor of Business Administration	114
	Bachelor of Sciences	68
	Bachelor of Social Sciences	136
	<b>Sub-total</b>	<b>448</b>
LU	Bachelor of Arts	54
	Bachelor of Business Administration	46
	Bachelor of Social Sciences	30
	<b>Sub-total</b>	<b>130</b>
CUHK	Bachelor of Arts	77
	Bachelor of Business Administration	10
	Bachelor of Engineering	33
	Bachelor of Nursing	60
	Bachelor of Sciences	161
	Bachelor of Social Sciences	63
	<b>Sub-total</b>	<b>404</b>
HKIEd	Bachelor of Arts	36
	Bachelor of Social Sciences	48
	<b>Sub-total</b>	<b>84</b>
PolyU	Bachelor of Arts	216
	Bachelor of Arts/Bachelor of Sciences	378
	Bachelor of Business Administration/Bachelor of Sciences	209
	Bachelor of Engineering	40
	Bachelor of Engineering/Bachelor of Sciences	312
	Bachelor of Nursing	40
	Bachelor of Sciences	190
	<b>Sub-total</b>	<b>1 385</b>

Institution	Programme	Penultimate Year (Intake)
HKUST	Bachelor of Business Administration	18
	Bachelor of Engineering	85
	Bachelor of Sciences	17
	<b>Sub-total</b>	<b>120</b>
HKU	Bachelor of Arts	54
	Bachelor of Business Administration	30
	Bachelor of Engineering	32
	Bachelor of Nursing	25
	Bachelor of Sciences	116
	Bachelor of Social Sciences	42
	<b>Sub-total</b>	<b>299</b>
<b>Total</b>		<b>4 265</b>

Note:

Abbreviations:

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

- End -

**CONTROLLING OFFICER'S REPLY****EDB592****(Question Serial No. 4113)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide information on the expenditure of the University Grants Committee on postgraduate programmes and postgraduate students for the past 5 years (from 2010/11 to 2014/15):

1. Please provide a breakdown, by institution and course, of the number of full-time and part-time places of taught postgraduate programmes offered by funded institutions; the places and intakes of funded courses; the intakes and tuition fees of self-financed courses; and the respective numbers and ratios of local, Mainland and non-local students;
2. Please provide a breakdown, by institution and course, of the number of full-time and part-time places of research postgraduate programmes offered by funded institutions; the places and intakes of master's degree and doctorate programmes; the intakes and tuition fees of self-financed courses; and the respective numbers and ratios of local, Mainland and other non-local students; and
3. The number of awardees of the Hong Kong PhD Fellowship Scheme, the nationalities of the awardees and the amount of award involved.

Asked by: Hon IP Kin-yuen (Member Question No. 74)

Reply:

1. The numbers of student intakes of the University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by institution, mode of study, broad Academic Programme Category (APC) and place of origin from the 2010/11 to 2014/15 academic years are at Annex A.

Regarding the self-financing sector, according to the information provided by the institutions, the number of actual intakes and student enrolment (with breakdown by place of origin) of locally-accredited self-financing taught postgraduate programmes provided by the UGC-funded institutions for the 2010/11 to 2013/14 academic years is at Annex B. Information on the total tuition fees for the 2011/12 to 2014/15 academic years is at Annex C. Information for other academic years is either not available or not yet available.

2. Admission to research postgraduate (RPg) programmes is conducted by institutions throughout the year. The student enrolment of the UGC-funded RPg programmes by institution, broad APC and place of origin from the 2010/11 to 2014/15 academic years is at Annex D. Breakdown figures by level of award (PhD /MPhil degrees) are not available.

Regarding the self-financing sector, according to the information provided by the institutions, the student enrolment of locally-accredited self-financing research postgraduate programmes provided by

UGC-funded institutions for the 2010/11 to 2013/14 academic years is at [Annex E](#). Information on the total tuition fees is at [Annex E](#). Breakdown figures by level of award and place of origin are not available. Information for other academic years is either not available or not yet available.

3. The Hong Kong PhD Fellowship Scheme, established in 2009, is open to local as well as non-local students who wish to pursue their PhD programmes in the UGC-funded institutions. The Fellowship provides each awardee with a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years. The number of students awarded the Fellowship since the establishment of the scheme is tabulated below:

<b>Academic Year</b>	<b>No. of Awardees</b>
2010/11	106
2011/12	116
2012/13	165
2013/14	185
2014/15	223

The breakdown of the awardees by place of origin from the 2010/11 to 2014/15 academic years is tabulated at [Annex G](#).

**First-year Student Intakes of UGC-funded Taught Postgraduate Programmes by Institution, Mode of Study, Broad Academic Programme Category and Place of Origin, 2010/11 to 2014/15**

(headcount)

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
2010/11	CityU	FT	Social Sciences	48	92.3%	2	3.8%	2	3.8%	52
	Sub-total			48	92.3%	2	3.8%	2	3.8%	52
	HKBU	FT	Education	26	100.0%	-	-	-	-	26
		PT	Education	249	99.6%	1	0.4%	-	-	250
	Sub-total			275	99.6%	1	0.4%	-	-	276
	CUHK	FT	Engineering and Technology	32	78.0%	8	19.5%	1	2.4%	41
			Social Sciences	45	93.8%	-	-	3	6.3%	48
			Education	245	100.0%	-	-	-	-	245
		PT	Education	288	100.0%	-	-	-	-	288
	Sub-total			610	98.1%	8	1.3%	4	0.6%	622
	HKIEd	FT	Sciences	21	95.3%	1	4.7%	-	-	22
			Business and Management	2	96.1%	@	3.9%	-	-	2
			Social Sciences	5	95.2%	@	4.8%	-	-	6
			Arts and Humanities	49	95.1%	3	4.9%	-	-	52
			Education	82	95.3%	4	4.7%	-	-	86
		PT	Sciences	70	100.0%	-	-	-	-	70
			Business and Management	4	100.0%	-	-	-	-	4
			Social Sciences	8	100.0%	-	-	-	-	8
			Arts and Humanities	72	100.0%	-	-	-	-	72
			Education	218	100.0%	-	-	-	-	218
	Sub-total			532	98.5%	8	1.5%	-	-	540
	HKU	FT	Medicine, Dentistry and Health	12	100.0%	-	-	-	-	12
			Engineering and Technology	85	81.7%	9	8.7%	10	9.6%	104
			Social Sciences	164	94.3%	6	3.4%	4	2.3%	174
			Education	130	100.0%	-	-	-	-	130
		PT	Social Sciences	9	100.0%	-	-	-	-	9
			Education	250	100.0%	-	-	-	-	250
	Sub-total			650	95.7%	15	2.2%	14	2.1%	679
All Institutions				2 115	97.5%	34	1.6%	20	0.9%	2 169
2011/12	CityU	FT	Social Sciences	43	81.1%	6	11.3%	4	7.5%	53
	Sub-total			43	81.1%	6	11.3%	4	7.5%	53
	HKBU	FT	Education	24	100.0%	-	-	-	-	24
		PT	Education	269	99.3%	2	0.7%	-	-	271
	Sub-total			293	99.3%	2	0.7%	-	-	295
	CUHK	FT	Engineering and Technology	34	85.0%	3	7.5%	3	7.5%	40
			Social Sciences	46	97.9%	1	2.1%	-	-	47
			Education	179	100.0%	-	-	-	-	179
		PT	Education	531	100.0%	-	-	-	-	531
	Sub-total			790	99.1%	4	0.5%	3	0.4%	797
	HKIEd	FT	Sciences	21	91.8%	2	6.9%	@	1.4%	23
			Business and Management	2	93.8%	@	4.1%	@	2.1%	2
			Social Sciences	2	91.9%	@	6.6%	@	1.4%	3
			Arts and Humanities	45	91.7%	3	7.0%	1	1.3%	49
			Education	64	91.8%	5	6.8%	1	1.4%	70
		PT	Sciences	52	100.0%	-	-	-	-	52

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
			Business and Management	3	100.0%	-	-	-	-	3
			Social Sciences	7	100.0%	-	-	-	-	7
			Arts and Humanities	72	100.0%	-	-	-	-	72
			Education	224	100.0%	-	-	-	-	224
			Sub-total	493	97.6%	10	2.0%	2	0.4%	505
	PolyU	FT	Social Sciences	14	100.0%	-	-	-	-	14
	Sub-total			14	100.0%	-	-	-	-	14
	HKU	FT	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	1
			Engineering and Technology	91	85.0%	13	12.1%	3	2.8%	107
			Social Sciences	117	90.7%	4	3.1%	8	6.2%	129
			Education	118	99.2%	-	-	1	0.8%	119
		PT	Social Sciences	14	100.0%	-	-	-	-	14
			Education	275	100.0%	-	-	-	-	275
	Sub-total			616	95.5%	17	2.6%	12	1.9%	645
All Institutions				2 249	97.4%	39	1.7%	21	0.9%	2 309
2012/13	CityU	FT	Social Sciences	45	84.9%	3	5.7%	5	9.4%	53
	Sub-total			45	84.9%	3	5.7%	5	9.4%	53
	HKBU	FT	Education	13	100.0%	-	-	-	-	13
		PT	Education	225	100.0%	-	-	-	-	225
	Sub-total			238	100.0%	-	-	-	-	238
	CUHK	FT	Engineering and Technology	36	90.0%	4	10.0%	-	-	40
			Social Sciences	51	92.7%	2	3.6%	2	3.6%	55
			Education	219	100.0%	-	-	-	-	219
		PT	Education	327	100.0%	-	-	-	-	327
	Sub-total			633	98.8%	6	0.9%	2	0.3%	641
	HKIEd	FT	Sciences	23	96.4%	1	2.8%	@	0.8%	24
			Social Sciences	2	95.1%	@	4.4%	@	0.5%	2
			Arts and Humanities	41	95.8%	2	3.5%	@	0.7%	43
			Education	74	95.8%	3	3.5%	1	0.7%	78
		PT	Sciences	44	100.0%	-	-	-	-	44
			Business and Management	3	100.0%	-	-	-	-	3
			Social Sciences	5	100.0%	-	-	-	-	5
			Arts and Humanities	50	100.0%	-	-	-	-	50
			Education	251	100.0%	-	-	-	-	251
			Sub-total	493	98.8%	5	1.0%	1	0.2%	499
	HKU	FT	Medicine, Dentistry and Health	10	100.0%	-	-	-	-	10
			Engineering and Technology	79	74.5%	22	20.8%	5	4.7%	106
			Social Sciences	164	91.6%	5	2.8%	10	5.6%	179
			Education	119	99.2%	-	-	1	0.8%	120
		PT	Social Sciences	11	100.0%	-	-	-	-	11
			Education	238	100.0%	-	-	-	-	238
	Sub-total			621	93.5%	27	4.1%	16	2.4%	664
All Institutions				2 030	96.9%	41	2.0%	24	1.1%	2 095
2013/14	CityU	FT	Social Sciences	48	90.6%	4	7.5%	1	1.9%	53
	Sub-total			48	90.6%	4	7.5%	1	1.9%	53
	HKBU	FT	Education	13	100.0%	-	-	-	-	13
		PT	Education	215	100.0%	-	-	-	-	215
	Sub-total			228	100.0%	-	-	-	-	228
	CUHK	FT	Engineering and Technology	34	85.0%	5	12.5%	1	2.5%	40
			Social Sciences	51	96.2%	1	1.9%	1	1.9%	53

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin							
				Local students		The Mainland of China		Other non-local students		Total	
				No.	%	No.	%	No.	%		
			Education	196	100.0%	-	-	-	-	196	
		PT	Education	386	100.0%	-	-	-	-	386	
	Sub-total			667	98.8%	6	0.9%	2	0.3%	675	
	HKIEd	FT	Sciences	17	96.6%	@	2.6%	@	0.8%	17	
			Social Sciences	2	96.1%	@	3.5%	@	0.3%	2	
			Arts and Humanities	41	96.5%	1	2.8%	@	0.7%	42	
			Education	79	96.5%	2	2.8%	1	0.7%	82	
		PT	Sciences	42	100.0%	-	-	-	-	42	
			Business and Management	3	100.0%	-	-	-	-	3	
			Social Sciences	5	100.0%	-	-	-	-	5	
			Arts and Humanities	51	100.0%	-	-	-	-	51	
				Education	242	100.0%	-	-	-	-	242
	Sub-total			482	99.0%	4	0.8%	1	0.2%	487	
	PolyU	FT	Social Sciences	15	100.0%	-	-	-	-	15	
	Sub-total			15	100.0%	-	-	-	-	15	
	HKU	FT	Medicine, Dentistry and Health	5	83.3%	1	16.7%	-	-	6	
			Engineering and Technology	66	63.5%	33	31.7%	5	4.8%	104	
			Social Sciences	125	89.3%	7	5.0%	8	5.7%	140	
			Education	109	97.3%	1	0.9%	2	1.8%	112	
		PT	Social Sciences	10	100.0%	-	-	-	-	10	
			Education	223	100.0%	-	-	-	-	223	
	Sub-total			538	90.4%	42	7.1%	15	2.5%	595	
	All Institutions				1 978	96.3%	56	2.7%	19	0.9%	2 053
	2014/15#	CityU	FT	Social Sciences	45	84.9%	4	7.5%	4	7.5%	53
Sub-total			45	84.9%	4	7.5%	4	7.5%	53		
HKBU		FT	Education	10	100.0%	-	-	-	-	10	
		PT	Education	233	100.0%	-	-	-	-	233	
Sub-total			243	100.0%	-	-	-	-	243		
CUHK		FT	Engineering and Technology	40	100.0%	-	-	-	-	40	
			Social Sciences	53	98.1%	1	1.9%	-	-	54	
			Education	206	100.0%	-	-	-	-	206	
		PT	Education	365	100.0%	-	-	-	-	365	
Sub-total			664	99.8%	1	0.2%	-	-	665		
HKIEd		FT	Sciences	18	98.4%	@	1.6%	-	-	18	
			Social Sciences	16	97.9%	@	2.1%	-	-	16	
			Arts and Humanities	44	98.1%	1	1.9%	-	-	45	
			Education	76	98.1%	1	1.9%	-	-	78	
		PT	Sciences	35	100.0%	-	-	-	-	35	
			Social Sciences	30	100.0%	-	-	-	-	30	
			Arts and Humanities	54	100.0%	-	-	-	-	54	
			Education	280	100.0%	-	-	-	-	280	
Sub-total			553	99.5%	3	0.5%	-	-	556		
HKU		FT	Medicine, Dentistry and Health	13	86.7%	1	6.7%	1	6.7%	15	
			Engineering and Technology	83	74.8%	20	18.0%	8	7.2%	111	
			Social Sciences	162	95.3%	2	1.2%	6	3.5%	170	
	Education		114	99.1%	-	-	1	0.9%	115		
	PT	Social Sciences	11	100.0%	-	-	-	-	11		
		Education	218	100.0%	-	-	-	-	218		
Sub-total			601	93.9%	23	3.6%	16	2.5%	640		
All Institutions				2 106	97.6%	31	1.4%	20	0.9%	2 157	



Notes:

1. Figures may not add up to the corresponding totals owing to rounding. Since some UGC-funded programmes are mapped to more than one Academic Programme Category (APC), the student enrolment of these programmes are counted across the APCs concerned on a pro rata basis. Thus some student numbers are decimal figures and rounded to the nearest whole number.
2. The place of origin of non-local students is determined having regard to their nationality.
3. '@' denotes 'magnitude less than 0.5'.
4. '-' denotes 'nil'.
5. # Provisional figures.
6. Abbreviations for institution are as follows:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong
7. Abbreviations for mode of study are as follows:

FT	Full-time	PT	Part-time
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**Locally-accredited Self-financing Taught Postgraduate Programmes  
Offered by UGC-funded Institutions  
from the 2010/11 to the 2013/14 Academic Years**

**(a) Actual Student Intakes by Institution and Broad Academic Programme Category**

Institution	Broad Academic Programme Category	2010/11	2011/12	2012/13	2013/14
CityU	Arts & Humanities	341	367	424	400
	Business & Management	878	885	967	986
	Education	21	-	-	-
	Engineering & Technology	228	193	297	419
	Sciences	209	246	251	328
	Social Sciences	973	1 030	1 110	1 107
	<b>Total</b>	<b>2 650</b>	<b>2 721</b>	<b>3 049</b>	<b>3 240</b>
HKBU	Arts & Humanities	271	292	336	436
	Business & Management	280	305	369	360
	Education	141	160	187	249
	Engineering & Technology	11	36	41	57
	Medicine, Dentistry & Health	84	98	99	120
	Sciences	307	326	381	421
	Social Sciences	399	513	587	689
	<b>Sub-total</b>	<b>1 493</b>	<b>1 730</b>	<b>2 000</b>	<b>2 332</b>
LU	Arts & Humanities	95	89	91	59
	Business & Management	192	221	246	173
	<b>Total</b>	<b>287</b>	<b>310</b>	<b>337</b>	<b>232</b>
CUHK	Arts & Humanities	994	1 078	1 199	1 159
	Business & Management	513	503	459	645
	Education	559	540	554	683
	Engineering & Technology	222	211	335	404
	Medicine, Dentistry & Health	624	863	887	896
	Sciences	360	351	463	620
	Social Sciences	1 441	1 562	1 514	1 663
	<b>Total</b>	<b>4 713</b>	<b>5 108</b>	<b>5 411</b>	<b>6 070</b>
HKIED	Education	<b>443</b>	<b>542</b>	<b>526</b>	<b>745</b>
PolyU	Arts & Humanities	719	709	738	742
	Business & Management	1 352	1 299	1 296	1 405
	Engineering & Technology	504	523	427	561
	Medicine, Dentistry & Health	323	337	295	422
	Sciences	258	289	286	302
	Social Sciences	301	319	316	297
	<b>Total</b>	<b>3 457</b>	<b>3 476</b>	<b>3 358</b>	<b>3 729</b>
HKUST	Arts & Humanities	20	46	61	27
	Business & Management	685	695	658	734
	Engineering & Technology	269	338	329	451
	Sciences	219	179	223	219
	Social Sciences	172	130	154	144
	<b>Total</b>	<b>1 365</b>	<b>1 388</b>	<b>1 425</b>	<b>1 575</b>
HKU	Arts & Humanities	353	401	300	373
	Business & Management	553	650	636	605
	Education	357	403	344	439
	Engineering & Technology	595	735	908	908
	Medicine, Dentistry & Health	426	413	395	493
	Sciences	413	400	438	499
	Social Sciences	1 058	1 173	1 191	1 251
	<b>Total</b>	<b>3 755</b>	<b>4 175</b>	<b>4 212</b>	<b>4 568</b>

**(b) Student Enrolment (Headcount) by Institution and Place of Origin**

Academic Year	Place of Origin	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2010/11	Local students	4 110 (82.1%)	1 729 (71.8%)	312 (72.6%)	6 816 (82.3%)	803 (80.8%)	6 582 (84.6%)	1 208 (51.2%)	6 314 (86.9%)	27 874 (80.7%)
	The Mainland of China	819 (16.4%)	658 (27.3%)	112 (26.0%)	1 278 (15.4%)	186 (18.7%)	1 120 (14.4%)	710 (30.1%)	728 (10.0%)	5 611 (16.3%)
	Other non-local students	79 (1.6%)	20 (0.8%)	6 (1.4%)	186 (2.2%)	5 (0.5%)	81 (1.0%)	442 (18.7%)	221 (3.0%)	1 040 (3.0%)
	Total	5 008 (100.0%)	2 407 (100.0%)	430 (100.0%)	8 280 (100.0%)	994 (100.0%)	7 783 (100.0%)	2 360 (100.0%)	7 263 (100.0%)	34 525 (100.0%)
2011/12	Local students	3 721 (73.7%)	1 597 (63.1%)	313 (69.9%)	6 868 (78.0%)	859 (75.9%)	6 202 (79.7%)	1 068 (45.0%)	6 474 (83.9%)	27 102 (75.6%)
	The Mainland of China	1 248 (24.7%)	902 (35.6%)	132 (29.5%)	1 725 (19.6%)	264 (23.3%)	1 469 (18.9%)	840 (35.4%)	889 (11.5%)	7 469 (20.8%)
	Other non-local students	80 (1.6%)	33 (1.3%)	3 (0.7%)	213 (2.4%)	9 (0.8%)	109 (1.4%)	463 (19.5%)	349 (4.5%)	1 259 (3.5%)
	Total	5 049 (100.0%)	2 532 (100.0%)	448 (100.0%)	8 806 (100.0%)	1 132 (100.0%)	7 780 (100.0%)	2 371 (100.0%)	7 712 (100.0%)	35 830 (100.0%)
2012/13	Local students	3 250 (64.2%)	1 507 (52.9%)	303 (64.6%)	6 585 (72.5%)	800 (70.5%)	5 629 (75.0%)	989 (40.2%)	6 141 (79.1%)	25 204 (69.4%)
	The Mainland of China	1 720 (34.0%)	1 308 (45.9%)	161 (34.3%)	2 304 (25.4%)	329 (29.0%)	1 767 (23.5%)	1 022 (41.5%)	1 237 (15.9%)	9 848 (27.1%)
	Other non-local students	93 (1.8%)	34 (1.2%)	5 (1.1%)	191 (2.1%)	6 (0.5%)	114 (1.5%)	450 (18.3%)	384 (4.9%)	1 277 (3.5%)
	Total	5 063 (100.0%)	2 849 (100.0%)	469 (100.0%)	9 080 (100.0%)	1 135 (100.0%)	7 510 (100.0%)	2 461 (100.0%)	7 762 (100.0%)	36 329 (100.0%)
2013/14	Local students	2 960 (57.0%)	1 335 (42.8%)	242 (63.9%)	6 494 (65.0%)	776 (61.3%)	5 379 (71.5%)	1 207 (46.7%)	6 268 (77.9%)	24 661 (64.7%)
	The Mainland of China	2 114 (40.7%)	1 756 (56.3%)	131 (34.6%)	3 304 (33.1%)	485 (38.3%)	2 022 (26.9%)	1 070 (41.4%)	1 435 (17.8%)	12 317 (32.3%)
	Other non-local students	120 (2.3%)	27 (0.9%)	6 (1.6%)	186 (1.9%)	4 (0.3%)	121 (1.6%)	308 (11.9%)	344 (4.3%)	1 116 (2.9%)
	Total	5 194 (100.0%)	3 118 (100.0%)	379 (100.0%)	9 984 (100.0%)	1 265 (100.0%)	7 522 (100.0%)	2 585 (100.0%)	8 047 (100.0%)	38 094 (100.0%)

**Total Tuition Fees of Locally-accredited Self-financing Taught Postgraduate Programmes Offered by  
UGC-funded Institutions by Institution and Broad Academic Programme Category  
from the 2011/12 to the 2014/15 Academic Years**

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)			
		2011/12	2012/13	2013/14	2014/15
CityU	Arts & Humanities	80,100 - 171,720	80,100 - 180,900	85,200 - 199,260	85,200 - 208,440
	Business & Management	57,240 - 516,860	85,200 - 567,760	115,800 - 634,000	115,800 - 677,300
	Engineering & Technology	32,040 - 400,320	34,080 - 403,830	34,080 - 404,460	34,080 - 394,440
	Sciences	32,040 - 100,500	34,080 - 105,600	36,120 - 110,700	36,120 - 120,900
	Social Sciences	75,000 - 298,200	75,000 - 298,200	75,000 - 343,400	75,000 - 343,400
HKBU	Arts & Humanities	14,000 - 225,000	14,000 - 225,000	14,000 - 225,000	80,000 - 270,000
	Business & Management	49,500 - 388,000	57,600 - 428,000	66,000 - 428,000	66,000 - 428,000
	Education	63,000 - 85,000	65,000 - 85,000	65,000 - 85,000	65,000 - 85,000
	Engineering & Technology	90,000	95,000	100,000	100,000
	Medicine, Dentistry & Health	100,000 - 104,000	100,000 - 104,000	100,000 - 104,000	110,000 - 114,000
	Sciences	84,000 - 214,500	89,000 - 130,000	89,000 - 210,000	98,500 - 210,000
	Social Sciences	84,000 - 98,000	84,000 - 110,000	84,000 - 110,000	84,000 - 130,000
LU	Arts & Humanities	58,000 - 72,000	64,000 - 72,000	64,000 - 72,000	68,000 - 72,000
	Business & Management	49,000 - 105,000	55,000 - 120,000	55,000 - 120,000	65,000 - 126,000
CUHK	Arts & Humanities	68,000 - 126,300	72,000 - 126,300	68,000 - 126,300	72,000 - 126,300
	Business & Management	55,000 - 550,800	63,000 - 597,000	63,000 - 550,800	70,800 - 550,800
	Education	43,000 - 244,000	45,000 - 252,000	45,000 - 252,000	50,000 - 270,000
	Engineering & Technology	82,000 - 90,000	90,000 - 120,000	85,000 - 120,000	100,000 - 240,000
	Medicine, Dentistry & Health	42,500 - 354,256	45,000 - 442,000	45,000 - 459,000	50,000 - 430,088
	Sciences	68,000 - 136,800	72,000 - 144,000	72,000 - 144,000	80,000 - 160,000
	Social Sciences	72,000 - 288,000	75,000 - 288,000	65,000 - 288,000	84,200 - 302,400
HKIEd	Education	48,000 - 252,000	48,000 - 252,000	78,000 - 252,000	78,000 - 273,600
	Social Sciences	-	-	-	85,200
PolyU	Arts & Humanities	81,000 - 126,000	81,000 - 288,000	81,000 - 288,000	81,000 - 288,000
	Business & Management	76,000 - 556,000	81,000 - 556,000	81,000 - 634,000	81,000 - 690,000
	Engineering & Technology	67,800 - 336,000	81,000 - 336,000	81,000 - 336,000	81,000 - 336,000
	Medicine, Dentistry & Health	81,000 - 246,000	87,000 - 300,000	84,000 - 360,000	87,000 - 360,000
	Sciences	81,000 - 111,600	81,000 - 111,600	81,000 - 111,600	90,000 - 111,600
	Social Sciences	81,000 - 118,800	81,000 - 240,000	93,000 - 240,000	93,000 - 240,000
HKUST	Arts & Humanities	64,800 - 74,400	75,000 - 80,000	85,000 - 86,000	90,000 - 90,000
	Business & Management^	91,000 - 638,000	98,000 - 688,000	100,000 - 738,000	110,000 - 838,000
	Engineering & Technology	43,260 - 86,520	46,500 - 93,000	50,000 - 100,000	55,000 - 110,000
	Sciences	45,000 - 100,000	45,000 - 120,000	45,000 - 140,000	50,000 - 140,000
	Social Sciences	74,400 - 116,000	86,000 - 128,000	95,000 - 147,000	95,000 - 160,000

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)			
		2011/12	2012/13	2013/14	2014/15
HKU	Arts & Humanities	30,000 - 139,020	30,000 - 139,020	30,000 - 139,000	30,000 - 147,300
	Business & Management	24,300 - 1,038,024	24,030 - 1,095,120	24,300 - 975,312	31,930 - 1,095,120
	Education	39,900 - 342,000	39,900 - 360,000	39,900 - 342,000	39,900 - 342,000
	Engineering & Technology	65,800 - 237,600	38,000 - 256,600	38,000 - 193,400	41,600 - 288,000
	Medicine, Dentistry & Health	23,000 - 952,800	19,820 - 1,051,200	12,400 - 907,500	13,400 - 1,051,200
	Sciences	28,800 - 129,600	28,800 - 129,600	28,800 - 129,600	28,800 - 129,600
	Social Sciences	24,000 - 252,000	31,800 - 273,600	24,030 - 252,000	28,000 - 273,600

Notes:

1. Taught postgraduate programmes include postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes.
2. "^" The Executive Master of Business Administration programme jointly awarded by Kellogg School of Management, Northwestern University and the Hong Kong University of Science and Technology is excluded. The total tuition fees of this programme were \$1,115,000, \$1,165,000, \$1,190,000 and \$1,205,000 in the 2011/12, 2012/13, 2013/14 and 2014/15 academic years respectively.

**Student Enrolment of UGC-funded Research Postgraduate Programmes by Institution,  
Broad Academic Programme Category and Place of Origin, 2010/11 to 2014/15**

(headcount)

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
2010/11	CityU	Sciences	65	30.8%	135	64.1%	11	5.1%	210
		Engineering and Technology	37	15.9%	187	81.5%	6	2.6%	230
		Business and Management	9	10.3%	76	86.3%	3	3.4%	88
		Social Sciences	12	14.5%	59	72.6%	11	12.9%	81
		Arts and Humanities	7	13.7%	42	81.0%	3	5.4%	51
	Sub-total		129	19.5%	498	75.5%	33	5.0%	660
	HKBU	Medicine, Dentistry and Health	3	26.7%	7	60.0%	2	13.3%	12
		Sciences	27	21.9%	91	75.1%	4	3.0%	122
		Engineering and Technology	1	33.3%	1	55.6%	@	11.1%	2
		Business and Management	3	16.7%	14	77.8%	1	5.6%	18
		Social Sciences	15	43.9%	17	50.1%	2	6.1%	35
		Arts and Humanities	18	42.1%	18	40.9%	7	17.0%	44
		Education	2	32.5%	4	67.5%	-	-	6
	Sub-total		69	29.0%	153	64.3%	16	6.7%	238
	LU	Business and Management	2	12.5%	14	87.5%	-	-	16
		Social Sciences	12	63.2%	6	31.6%	1	5.3%	19
		Arts and Humanities	18	75.0%	4	16.7%	2	8.3%	24
	Sub-total		32	54.2%	24	40.7%	3	5.1%	59
	CUHK	Medicine, Dentistry and Health	108	33.6%	207	64.6%	6	1.9%	321
		Sciences	205	39.6%	309	59.8%	3	0.6%	517
		Engineering and Technology	52	20.2%	199	77.1%	7	2.7%	258
		Business and Management	5	12.8%	34	87.2%	-	-	39
		Social Sciences	103	37.5%	157	57.1%	15	5.5%	275
		Arts and Humanities	120	50.6%	105	44.3%	12	5.0%	238
		Education	10	19.2%	41	78.8%	1	1.9%	52
	Sub-total		603	35.5%	1 053	61.9%	44	2.6%	1 700
	HKIEd	Education	4	40.0%	6	60.0%	-	-	10
	Sub-total		4	40.0%	6	60.0%	-	-	10
	PolyU	Medicine, Dentistry and Health	33	50.9%	26	39.5%	6	9.6%	65
		Sciences	51	36.2%	87	61.2%	4	2.7%	142
		Engineering and Technology	74	25.9%	198	68.9%	15	5.2%	287
		Business and Management	18	25.6%	42	60.1%	10	14.2%	70
		Social Sciences	6	25.3%	13	55.4%	5	19.3%	24
		Arts and Humanities	8	29.4%	17	61.3%	3	9.3%	28
	Sub-total		191	31.0%	383	62.2%	42	6.8%	616
	HKUST	Sciences	101	26.0%	277	70.9%	12	3.1%	390
		Engineering and Technology	97	17.5%	412	74.7%	43	7.8%	552
		Business and Management	6	13.0%	36	78.3%	4	8.7%	46
		Social Sciences	2	4.1%	45	91.8%	2	4.1%	49
		Arts and Humanities	18	39.1%	26	56.5%	2	4.3%	46
	Sub-total		224	20.7%	796	73.5%	63	5.8%	1 083
	HKU	Medicine, Dentistry and Health	243	44.1%	266	48.3%	42	7.6%	551
		Sciences	189	35.4%	311	58.2%	34	6.3%	534
		Engineering and Technology	88	21.4%	310	75.3%	14	3.3%	412
		Business and Management	4	15.4%	15	57.7%	7	26.9%	26

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	93	39.9%	114	48.8%	26	11.3%	233
		Arts and Humanities	110	62.1%	44	24.9%	23	13.0%	177
		Education	77	47.0%	68	41.7%	18	11.3%	163
		Sub-total	804	38.4%	1 128	53.8%	164	7.8%	2 096
All Institutions			2 056	31.8%	4 041	62.5%	365	5.7%	6 462
2011/12	CityU	Sciences	56	25.2%	151	68.3%	14	6.4%	221
		Engineering and Technology	29	11.9%	204	83.8%	11	4.3%	244
		Business and Management	7	7.8%	78	87.7%	4	4.5%	89
		Social Sciences	13	16.3%	52	68.3%	12	15.3%	77
		Arts and Humanities	6	12.1%	38	80.5%	4	7.4%	48
	Sub-total		110	16.2%	524	77.3%	44	6.5%	678
	HKBU	Medicine, Dentistry and Health	1	10.0%	6	80.0%	1	10.0%	8
		Sciences	24	21.0%	87	75.9%	4	3.1%	115
		Engineering and Technology	@	33.3%	1	55.6%	@	11.1%	1
		Business and Management	4	22.2%	13	72.2%	1	5.6%	18
		Social Sciences	11	33.9%	19	57.3%	3	8.8%	33
		Arts and Humanities	14	35.8%	16	40.3%	10	23.9%	40
		Education	1	15.4%	6	84.6%	-	-	7
	Sub-total		56	25.2%	148	66.7%	18	8.1%	222
	LU	Business and Management	3	15.8%	15	78.9%	1	5.3%	19
		Social Sciences	7	50.0%	5	35.7%	2	14.3%	14
		Arts and Humanities	16	55.2%	6	20.7%	7	24.1%	29
	Sub-total		26	41.9%	26	41.9%	10	16.1%	62
	CUHK	Medicine, Dentistry and Health	99	29.3%	232	68.9%	6	1.8%	336
		Sciences	192	37.3%	315	61.2%	8	1.6%	515
		Engineering and Technology	53	20.0%	205	77.4%	7	2.6%	265
		Business and Management	7	16.3%	36	83.7%	-	-	43
		Social Sciences	93	33.3%	171	61.3%	15	5.4%	279
		Arts and Humanities	119	48.2%	108	43.7%	20	8.1%	248
		Education	5	10.4%	42	87.5%	1	2.1%	48
	Sub-total		568	32.8%	1 109	64.0%	57	3.3%	1 734
	HKIEd	Education	8	27.6%	18	62.1%	3	10.3%	29
	Sub-total		8	27.6%	18	62.1%	3	10.3%	29
	PolyU	Medicine, Dentistry and Health	27	47.9%	24	41.9%	6	10.2%	57
		Sciences	42	31.6%	84	63.9%	6	4.5%	132
		Engineering and Technology	68	23.0%	207	70.0%	21	7.0%	297
		Business and Management	15	21.6%	43	60.4%	13	18.0%	72
		Social Sciences	5	21.2%	13	59.9%	4	18.9%	22
		Arts and Humanities	9	27.9%	18	58.0%	4	14.1%	31
	Sub-total		166	27.2%	390	63.9%	54	8.9%	610
	HKUST	Sciences	77	18.9%	314	76.8%	18	4.3%	410
		Engineering and Technology	67	10.9%	477	78.1%	67	11.0%	611
		Business and Management	6	10.5%	44	77.2%	7	12.3%	57
		Social Sciences	3	6.0%	46	92.0%	1	2.0%	50
		Arts and Humanities	14	35.9%	21	53.8%	4	10.3%	39
	Sub-total		167	14.3%	902	77.4%	97	8.3%	1 166
	HKU	Medicine, Dentistry and Health	220	40.1%	286	52.1%	43	7.8%	548
		Sciences	176	33.6%	313	59.9%	34	6.4%	522
		Engineering and Technology	70	17.3%	316	77.8%	20	4.9%	407
		Business and Management	4	14.8%	17	63.0%	6	22.2%	27

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	89	36.2%	124	50.6%	33	13.3%	245
		Arts and Humanities	81	51.2%	49	31.1%	28	17.7%	158
		Education	65	39.7%	77	46.7%	22	13.6%	164
	Sub-total		704	34.0%	1 181	57.1%	185	8.9%	2 071
All Institutions			1 805	27.5%	4 298	65.4%	468	7.1%	6 572
2012/13	CityU	Medicine, Dentistry and Health	1	25.0%	3	70.0%	@	5.0%	4
		Sciences	40	19.5%	148	72.5%	16	7.9%	204
		Engineering and Technology	32	13.2%	196	81.2%	14	5.6%	241
		Business and Management	7	7.6%	81	82.4%	10	10.0%	98
		Social Sciences	12	14.0%	54	63.9%	19	22.1%	85
		Arts and Humanities	5	9.8%	40	77.6%	7	12.7%	51
	Sub-total		97	14.2%	521	76.3%	65	9.5%	683
	HKBU	Medicine, Dentistry and Health	3	25.0%	9	68.8%	1	6.3%	13
		Sciences	24	20.0%	89	73.7%	8	6.3%	121
		Engineering and Technology	@	14.3%	1	71.4%	@	14.3%	1
		Business and Management	2	11.1%	14	77.8%	2	11.1%	18
		Social Sciences	10	30.8%	16	51.0%	6	18.3%	31
		Arts and Humanities	17	37.7%	15	33.9%	13	28.4%	45
		Education	1	10.9%	6	77.0%	1	12.1%	8
	Sub-total		57	24.1%	150	63.3%	30	12.7%	237
	LU	Business and Management	-	-	17	94.4%	1	5.6%	18
		Social Sciences	7	50.0%	5	35.7%	2	14.3%	14
		Arts and Humanities	14	42.4%	7	21.2%	12	36.4%	33
	Sub-total		21	32.3%	29	44.6%	15	23.1%	65
	CUHK	Medicine, Dentistry and Health	87	26.4%	235	71.5%	7	2.1%	329
		Sciences	187	35.1%	340	63.6%	7	1.3%	534
		Engineering and Technology	40	14.1%	233	83.0%	8	2.8%	281
		Business and Management	7	14.3%	42	85.7%	-	-	49
		Social Sciences	83	27.9%	193	64.8%	22	7.4%	298
		Arts and Humanities	103	41.7%	120	48.6%	24	9.7%	248
		Education	6	11.5%	45	86.5%	1	1.9%	52
	Sub-total		513	28.7%	1 208	67.5%	69	3.9%	1 790
	HKIEd	Education	9	25.0%	22	61.1%	5	13.9%	36
	Sub-total		9	25.0%	22	61.1%	5	13.9%	36
	PolyU	Medicine, Dentistry and Health	23	43.1%	25	46.1%	6	10.7%	54
		Sciences	45	32.0%	88	63.5%	6	4.4%	139
		Engineering and Technology	67	21.5%	214	68.8%	30	9.7%	311
		Business and Management	10	15.2%	38	59.2%	17	25.6%	65
		Social Sciences	3	11.6%	18	71.1%	4	17.3%	25
		Arts and Humanities	7	18.7%	24	66.8%	5	14.5%	36
	Sub-total		154	24.5%	407	64.7%	68	10.8%	629
	HKUST	Sciences	81	18.3%	344	77.2%	20	4.5%	445
		Engineering and Technology	54	8.4%	502	78.6%	83	13.0%	638
		Business and Management	7	10.6%	51	77.3%	8	12.1%	66
		Social Sciences	5	9.7%	45	89.9%	@	0.4%	50
		Arts and Humanities	4	15.4%	19	73.1%	3	11.5%	26
	Sub-total		151	12.3%	960	78.4%	114	9.3%	1 225
	HKU	Medicine, Dentistry and Health	200	34.5%	329	56.8%	50	8.7%	580
		Sciences	178	32.8%	325	59.7%	41	7.5%	544
		Engineering and Technology	69	15.3%	355	78.7%	27	6.0%	451
		Business and Management	4	13.3%	20	66.7%	6	20.0%	30



Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	89	35.1%	129	51.1%	35	13.8%	253
		Arts and Humanities	59	39.3%	57	37.8%	34	22.9%	150
		Education	51	35.0%	74	50.7%	21	14.3%	146
	Sub-total	650	30.2%	1 289	59.9%	214	9.9%	2 154	
All Institutions			1 652	24.2%	4 586	67.3%	580	8.5%	6 819
2013/14	CityU	Medicine, Dentistry and Health	2	20.4%	7	68.5%	1	11.1%	11
		Sciences	35	15.5%	160	70.1%	33	14.4%	228
		Engineering and Technology	24	11.0%	168	78.5%	23	10.5%	214
		Business and Management	5	6.1%	69	80.6%	11	13.3%	86
		Social Sciences	8	10.5%	41	52.8%	28	36.7%	77
		Arts and Humanities	5	9.3%	35	69.1%	11	21.6%	51
	Sub-total		79	11.9%	480	72.1%	107	16.1%	666
	HKBU	Medicine, Dentistry and Health	4	25.0%	11	70.0%	1	5.0%	16
		Sciences	24	19.2%	96	75.6%	7	5.2%	127
		Engineering and Technology	@	12.5%	1	75.0%	@	12.5%	1
		Business and Management	3	18.8%	11	68.8%	2	12.5%	16
		Social Sciences	8	23.7%	19	55.0%	7	21.3%	34
		Arts and Humanities	17	38.0%	16	35.4%	12	26.6%	46
		Education	3	27.3%	6	54.5%	2	18.2%	11
	Sub-total		60	23.9%	160	63.7%	31	12.4%	251
	LU	Business and Management	2	9.1%	20	90.9%	-	-	22
		Social Sciences	5	31.3%	6	37.5%	5	31.3%	16
		Arts and Humanities	18	48.6%	7	18.9%	12	32.4%	37
	Sub-total		25	33.3%	33	44.0%	17	22.7%	75
	CUHK	Medicine, Dentistry and Health	80	23.9%	243	73.1%	10	3.0%	333
		Sciences	172	32.8%	347	66.2%	5	1.0%	524
		Engineering and Technology	28	9.5%	259	87.2%	10	3.4%	298
		Business and Management	5	9.4%	48	90.6%	-	-	53
		Social Sciences	81	27.7%	186	63.7%	25	8.6%	292
		Arts and Humanities	96	39.7%	124	51.3%	22	9.1%	242
		Education	6	12.2%	41	83.7%	2	4.1%	49
	Sub-total		468	26.1%	1 249	69.7%	74	4.1%	1 791
	HKIEd	Education	11	30.6%	20	55.6%	5	13.9%	36
	Sub-total		11	30.6%	20	55.6%	5	13.9%	36
	PolyU	Medicine, Dentistry and Health	20	38.2%	29	53.6%	4	8.2%	53
		Sciences	47	31.7%	97	65.4%	4	2.9%	149
		Engineering and Technology	58	17.2%	243	72.4%	35	10.4%	336
		Business and Management	13	19.4%	40	59.0%	15	21.6%	68
		Social Sciences	4	19.5%	10	45.1%	8	35.4%	22
		Arts and Humanities	9	18.7%	29	57.6%	12	23.8%	51
	Sub-total		152	22.4%	448	66.1%	78	11.5%	678
	HKUST	Sciences	80	16.4%	384	78.4%	25	5.2%	490
		Engineering and Technology	64	8.7%	550	75.5%	115	15.8%	729
		Business and Management	9	14.5%	45	72.6%	8	12.9%	62
		Social Sciences	4	7.5%	48	92.0%	@	0.6%	52
		Arts and Humanities	2	10.5%	17	89.5%	-	-	19
	Sub-total		159	11.8%	1 044	77.2%	149	11.0%	1 352
	HKU	Medicine, Dentistry and Health	192	32.2%	355	59.5%	49	8.3%	596
		Sciences	167	30.9%	333	61.7%	40	7.5%	540
		Engineering and Technology	59	13.3%	353	79.7%	31	7.0%	443
		Business and Management	3	10.3%	23	79.3%	3	10.3%	29

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	82	32.7%	131	52.1%	38	15.2%	252
		Arts and Humanities	57	35.2%	65	40.2%	40	24.6%	161
		Education	43	29.9%	73	50.9%	28	19.2%	144
	Sub-total	603	27.8%	1 333	61.6%	229	10.6%	2 165	
All Institutions			1 557	22.2%	4 767	68.0%	690	9.8%	7 014
2014/15#	CityU	Medicine, Dentistry and Health	2	13.0%	7	60.9%	3	26.1%	12
		Sciences	28	13.8%	155	75.6%	22	10.7%	205
		Engineering and Technology	21	7.0%	243	79.3%	42	13.8%	306
		Business and Management	6	7.4%	61	75.3%	14	17.3%	81
		Social Sciences	6	6.4%	53	56.4%	35	37.3%	94
		Arts and Humanities	7	16.4%	18	41.8%	18	41.8%	43
	Sub-total		70	9.5%	537	72.5%	134	18.1%	741
	HKBU	Medicine, Dentistry and Health	4	17.2%	18	75.9%	2	6.9%	23
		Sciences	24	19.7%	93	75.7%	6	4.6%	123
		Engineering and Technology	@	11.1%	1	77.8%	@	11.1%	1
		Business and Management	4	26.7%	8	53.3%	3	20.0%	15
		Social Sciences	13	28.6%	24	53.5%	8	17.8%	45
		Arts and Humanities	24	45.3%	15	29.3%	13	25.4%	52
		Education	4	49.2%	3	34.4%	1	16.4%	9
	Sub-total		73	27.2%	162	60.4%	33	12.3%	268
	LU	Business and Management	5	25.0%	15	75.0%	-	-	20
		Social Sciences	6	30.0%	7	35.0%	7	35.0%	20
		Arts and Humanities	16	38.1%	13	31.0%	13	31.0%	42
	Sub-total		27	32.9%	35	42.7%	20	24.4%	82
	CUHK	Medicine, Dentistry and Health	68	19.5%	273	77.9%	9	2.6%	350
		Sciences	162	29.3%	385	69.6%	6	1.1%	552
		Engineering and Technology	28	8.9%	276	88.3%	9	2.9%	313
		Business and Management	2	3.6%	54	96.4%	-	-	56
		Social Sciences	73	26.3%	182	65.5%	23	8.3%	278
		Arts and Humanities	95	41.6%	113	49.6%	20	8.8%	229
		Education	7	14.9%	40	85.1%	-	-	47
	Sub-total		435	23.8%	1 323	72.5%	67	3.7%	1 825
	HKIEd	Education	10	34.5%	13	44.8%	6	20.7%	29
	Sub-total		10	34.5%	13	44.8%	6	20.7%	29
	PolyU	Medicine, Dentistry and Health	18	32.7%	27	48.4%	11	18.9%	56
		Sciences	50	29.6%	113	67.5%	5	2.9%	168
		Engineering and Technology	49	14.8%	237	72.0%	43	13.1%	329
		Business and Management	9	12.6%	42	59.8%	19	27.6%	70
		Social Sciences	5	20.0%	9	37.6%	10	42.4%	25
		Arts and Humanities	4	9.6%	28	59.2%	15	31.3%	47
	Sub-total		135	19.5%	456	65.7%	103	14.8%	694
	HKUST	Sciences	79	15.4%	403	78.7%	31	6.0%	513
		Engineering and Technology	66	9.3%	515	73.3%	122	17.4%	703
		Business and Management	9	12.8%	44	66.6%	14	20.6%	67
		Social Sciences	1	2.4%	52	97.2%	@	0.4%	54
		Arts and Humanities	5	27.8%	13	72.2%	-	-	18
	Sub-total		159	11.7%	1 028	75.9%	167	12.3%	1 354
	HKU	Medicine, Dentistry and Health	169	29.0%	360	61.9%	53	9.0%	582
		Sciences	149	28.9%	329	64.1%	36	7.0%	514
		Engineering and Technology	52	11.6%	369	81.9%	29	6.5%	450
		Business and Management	3	10.0%	24	80.0%	3	10.0%	30

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	73	29.1%	137	55.2%	39	15.7%	249
		Arts and Humanities	58	34.5%	64	37.6%	47	27.9%	169
		Education	25	19.0%	72	54.4%	35	26.6%	132
	Sub-total	528	24.9%	1 355	63.8%	242	11.4%	2 125	
All Institutions			1 437	20.2%	4 909	69.0%	772	10.8%	7 118

Notes:

- Figures may not add up to the corresponding totals owing to rounding. Since some UGC-funded programmes are mapped to more than one Academic Programme Category (APC), the student enrolment of these programmes are counted across the APCs concerned on a pro rata basis. In addition, if the Research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Thus some student numbers are decimal figures and rounded to the nearest whole number.
- The place of origin of non-local students is determined having regard to their nationality.
- Research postgraduate figures include only students funded by UGC within normal study periods.
- '@' denotes 'magnitude less than 0.5.
- '-' denotes nil.
- # Provisional figures.
- Abbreviations for institution are as follows:  
CityU                      City University of Hong Kong  
HKBU                      Hong Kong Baptist University  
LU                          Lingnan University  
CUHK                      The Chinese University of Hong Kong  
HKIEd                      The Hong Kong Institute of Education  
PolyU                      The Hong Kong Polytechnic University  
HKUST                      The Hong Kong University of Science and Technology  
HKU                        The University of Hong Kong

**Student Enrolment (Headcount) of Locally-accredited Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions from the 2010/11 to the 2013/14 Academic Years**

Institution	2010/11	2011/12	2012/13	2013/14
HKBU	7	14	16	28
CUHK	12	7	4	4
HKIEd	-	-	4	4
HKUST	3	16	57	79
HKU	421	390	388	407
All institutions	443	427	469	522

Note: '-' denotes no relevant programmes were offered.

**Total Tuition Fees of Self-financing Research Postgraduate Programmes Offered by  
UGC-funded Institutions by Institution and Broad Academic Programme Category  
from the 2011/12 to the 2014/15 Academic Years**

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)			
		2011/12	2012/13	2013/14	2014/15
HKBU	Arts & Humanities	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600
	Business & Management				
	Sciences				
	Social Sciences				
CUHK	Medicine, Dentistry & Health	136,000	136,000	216,000	216,000
HKUST	Engineering & Technology	84,000	160,000	160,000	160,000
	Sciences		-	-	-
HKIEd	Education	-	42,100	42,100	42,100
HKU	Arts & Humanities	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250
	Business & Management				
	Education				
	Engineering & Technology				
	Medicine, Dentistry & Health				
	Sciences				
	Social Sciences				

Notes: Research postgraduate programmes include Mphil and PhD programmes. The tuition fees above are based on normal programme duration.

‘-’ denotes no relevant programmes were offered.

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme  
from 2010/11 to 2014/15 Academic Years**

<b>Country / Region</b>	<b>No. of Awardees 2010/11</b>	<b>No. of Awardees 2011/12</b>	<b>No. of Awardees 2012/13</b>	<b>No. of Awardees 2013/14</b>	<b>No. of Awardees 2014/15</b>
Albania	-	-	-	-	2
Argentina	-	-	-	1	-
Armenia	-	-	-	-	-
Australia	1	-	-	-	-
Austria	-	-	-	-	2
Azerbaijan	-	-	-	-	1
Bangladesh	-	-	2	3	3
Belgium	1	-	-	-	-
Bulgaria	-	-	-	-	1
Canada	2	-	-	2	1
Chile	-	-	-	1	-
Colombia	-	-	-	1	-
Croatia	-	-	2	-	-
Czech Republic	1	-	-	2	2
Denmark	-	-	1	1	1
Egypt	-	-	-	2	2
Ethiopia	-	-	-	1	-
France	-	-	1	2	2
Georgia	-	1	-	-	-
Germany	2	-	3	6	4
Ghana	-	-	1	1	4
Greece	1	-	1	-	-
Hong Kong	10	10	16	14	13
Hungary	-	-	3	-	1
India	2	2	3	-	3
Indonesia	1	-	1	-	-
Iran	1	1	1	3	-
Ireland	1	-	-	-	-
Italy	1	3	3	6	4
Japan	-	2	-	-	-
Kenya	-	-	-	-	1
Latvia	-	-	-	1	-
Macedonia	-	1	-	-	-
Mainland China	65	78	92	103	131
Malaysia	2	2	2	3	4
Mexico	1	2	1	1	-
Myanmar	-	-	-	-	1
Netherlands	2	-	3	1	1
New Zealand	-	-	2	-	-
Nigeria	1	-	3	1	4

<b>Country / Region</b>	<b>No. of Awardees 2010/11</b>	<b>No. of Awardees 2011/12</b>	<b>No. of Awardees 2012/13</b>	<b>No. of Awardees 2013/14</b>	<b>No. of Awardees 2014/15</b>
Pakistan	1	-	1	4	4
Palestine	-	-	-	1	-
Philippines	2	-	-	2	3
Poland	-	-	1	1	1
Romania	-	-	-	2	1
Russia	-	2	2	-	2
Saudi Arabia	-	-	1	-	-
Singapore	1	-	-	-	1
Slovakia	-	-	-	-	1
South Africa	-	-	-	-	1
South Korea	2	2	4	1	2
Spain	-	-	1	1	-
Sri Lanka	-	-	4	1	1
Sweden	-	-	1	-	-
Switzerland	-	-	-	-	2
Taiwan	-	3	1	-	3
Thailand	-	-	-	-	2
Turkey	-	1	-	1	-
Ukraine	-	-	1	-	-
United Kingdom	2	2	2	6	6
United States of America	2	4	4	8	4
Venezuela	1	-	-	-	-
Vietnam	-	-	1	-	1
Zimbabwe	-	-	-	1	-
<b>Total</b>	<b>106</b>	<b>116</b>	<b>165</b>	<b>185</b>	<b>223</b>

- End -

**CONTROLLING OFFICER'S REPLY****EDB593****(Question Serial No. 4114)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The University Grants Committee (UGC) usually conducts academic planning with its funded institutions on a triennial basis.

1. Please provide the detailed results of the competitive allocation mechanism (CAM) for the past 3 years, including:
  - (a) the original number of approved student places in UGC-funded institutions;
  - (b) the number of student places reserved by the institutions for reallocation, a list of the courses which originally offered these places, and the percentage share of these places in the total number of places offered by the institutions;
  - (c) the resulting number of student places after the reallocation exercise, and a list of cancelled and newly added courses;
  - (d) the amount of funding obtained/lost after the reallocation exercise.
2. Will the UGC continue to implement CAM in the next triennium (i.e. 2015-2018)? If yes, please provide the following information:
  - (a) the numbers of places that the institutions are required to surrender for allocation and the percentage share of such places;
  - (b) the procedures and timetable for implementing the plan;
  - (c) other details.

Asked by: Hon IP Kin-yuen (Member Question No. 75)Reply:**Part (1)**

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole.

Since the 2009/10 to 2011/12 triennium, we have adopted a performance-based competitive allocation mechanism (CAM) to re-distribute a small number of first-year first-degree (FYFD) places, with the aim of driving excellence.



Details on the competitive allocation for the 2012-15 triennium were set out in our reply (EDB275) to Hon IP Kin-yuen's question (Serial No. 3012) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2014-15 last year.

The CAM involved setting aside a small number of FYFD places to a central pool, which would eventually be re-distributed to the eight UGC-funded institutions based on assessment of the Academic Development Proposals (ADPs) against the agreed criteria. As such, there would not be any impact on the total amount of funding to the UGC-funded sector after the redistribution of FYFD places.

## **Part (2)**

The UGC has initiated the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government. We have consulted the institutions on the exercise. They agree with the four proposed broad assessment criteria, namely "Strategy, Mission and Vision", "Teaching & Learning", "Academic Programme Design", and "Addressing the Needs of Society in General". They also generally agree to continue to adopt the competitive allocation mechanism of First-Year First-Degree places.

Same as the 2012/13 to 2014/15 triennium, Lingnan University (LU) and six other UGC-funded institutions are each required to notionally set aside 4% and 6% respectively of their FYFD places that are not subject to manpower requirements to a central pool, for subsequent possible re-distribution among institutions to reflect comparative merits among themselves as assessed against agreed criteria. The remaining bulk of the FYFD places, which in effect accounted for 95.1% of all FYFD places, are unaffected.

The Academic Development Proposals (ADPs) submitted by the institutions is now under consideration and assessment.

- End -

**CONTROLLING OFFICER'S REPLY****EDB594****(Question Serial No. 4115)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the funding expenditure of the University Grants Committee (UGC) on research, please provide the following information for the past 5 years (2010/11 to 2014/15):

1. the amount of Government provisions for various funded institutions to carry out researches with breakdown by institutions and departments of institutions; and the amount of research funding secured by various institutions through the UGC/Research Grants Council competitive allocation mechanism;
2. the number of research projects terminated prematurely, the funds involved and the reasons;
3. the staff establishment, minimum salary point, mode of employment and wastage of research assistants and senior research assistants of various funded institutions;
4. the annual investment income, financial expenditure, administrative expenses and balance of the Research Endowment Fund; and
5. the amount of research grants open to self-financing institutions for competition with breakdown by institutions and departments of institutions; and the amount provided to each institution.

Asked by: Hon IP Kin-yuen (Member Question No. 76)Reply:

1. According to information provided by the UGC-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the past four academic years (2010/11 to 2013/14) is listed at Annex A. Information in respect of the 2014/15 academic year is not yet available as such information will only be reported by institutions after the completion of the 2014/15 academic year. We do not have ready information from the institutions on the number of projects funded from various Government sources and the breakdown of provisions by academic department of institution.

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2010/11 to 2014/15), with breakdown by institution, is listed below. It is noteworthy that competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

<b>Institution</b>	<b>2010/11 (\$ million)</b>	<b>2011/12 (\$ million)</b>	<b>2012/13 (\$ million)</b>	<b>2013/14 (\$ million)</b>	<b>2014/15 (\$ million) (Note 1)</b>
City University of Hong Kong	74.9	78.7	83.6	100.7	120.7
Hong Kong Baptist University	40.4	29.9	47.0	42.9	48.7
Lingnan University	3.6	4.0	5.9	8.7	3.5
The Chinese University of Hong Kong	180.8	246.0	190.1	380.5	216.8
Hong Kong Institute of Education	5.4	13.7	14.3	19.7	19.2
The Hong Kong Polytechnic University	84.2	90.4	90.5	121.2	123.6
The Hong Kong University of Science and Technology	116.7	161.3	204.3	237.9	154.0
The University of Hong Kong	204.7	357.3	318.8	206.8	414.2
<b>Total</b> (Note 2)	<b>710.7</b>	<b>981.1</b>	<b>954.5</b>	<b>1,118.4</b>	<b>1,100.7</b>

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2010/11 to 2014/15), with breakdown by broad subject category, is listed below.

<b>Broad Subject Category</b>	<b>2010/11 (\$ million)</b>	<b>2011/12 (\$ million)</b>	<b>2012/13 (\$ million)</b>	<b>2013/14 (\$ million)</b>	<b>2014/15 (\$ million) (Note 1)</b>
Business	46.9	63.3	62.1	53.7	192.1
Engineering	190.5	204.1	266.2	286.7	147.6
Humanities and Social Sciences	83.5	99.5	110.2	126.1	214.2
Biology and Medicine	250.7	415.1	364.7	441.3	364.7
Physical Sciences	139.2	199.2	151.4	210.6	182.1
<b>Total</b> (Note 2)	<b>710.7</b>	<b>981.1</b>	<b>954.5</b>	<b>1118.4</b>	<b>1,100.7</b>

Note 1 Position up to 28 February 2015.

Note 2 Figures may not add up due to rounding.

- The total number of research projects monitored by the UGC and RGC, as well as the number of research projects terminated in the past five academic years (2010/11 to 2014/15) are as follows:

<b>Academic Year</b>	<b>No. of projects monitored by UGC/ RGC</b>	<b>No. of terminated projects (% total)</b>	<b>Funds involved (\$ million)</b>	<b>Funds returned to UGC/ RGC (\$ million)</b>
2010/11	4 530	6 (0.13%)	2.8	0.8
2011/12	4 751	13 (0.27%)	9.2	1.3
2012/13	5 145	15 (0.29%)	9.6	3.6
2013/14	5 513	12 (0.22%)	6.4	1.0
2014/15 (Note 3)	6 070	17 (0.28%)	8.4	0.7

Note 3 Position up to 28 February 2015.

The reasons for terminating the 63 projects in the past five academic years (2010/11 to 2014/15) are as follows:

Reason	Number
Departure of the Principal Investigators from UGC-funded institutions	46
Progress reports overdue	8
Principal Investigators retired	4
Change of eligibility status of Principal Investigators	3
Principal Investigators passed away	2

3. The staff establishment, minimum salary point, mode of employment and turnover rate of research assistants and senior research assistants of UGC-funded institutions, broken down by institution in the past five academic years (2010/11 to 2014/15) are set out at Annex B.
4. The annual investment income, expenditure and balance of the Research Endowment Fund (REF) for 2010/11 to 2013/14 (Note 4) are tabulated below. Information for 2014/15 is not yet available.

	For the year ended			
	31 August 2011 (\$ million)	31 August 2012 (\$ million)	31 August 2013 (\$ million)	31 August 2014 (\$ million)
Investment income	1,164	1,190	1,304	1,036
Research grants	673	787	662	864
Administrative expenses	2	2	1	0
Fund balance	19,917	25,318 <sup>(Note 5)</sup>	25,959	26,131

Note 4 The accounting period for REF runs from 1 September to 31 August of the following year.

Note 5 A further \$5 billion was injected into the REF in 2012 as per Finance Committee paper ref: FCR(2011-12)67.

5. The competitive research funding schemes for the local self-financing degree sector were launched in December 2013. The amount of funding provided to each institution in the 2014/15 academic year is tabulated below. We do not have ready information on the breakdown of funding by department of institution.

Institution	2014/15 (\$ million)
Caritas Institute of Higher Education	11.1
Centennial College	15.2
Chu Hai College of Higher Education	18.6
Hang Seng Management College	11.3
The Open University of Hong Kong	17.9
Hong Kong Shue Yan University	11.3
Tung Wah College	15.4
<b>Total</b>	<b>100.8</b>

**Funding Received by UGC-funded Institutions from the Government**  
**Utilized for Research Purposes**  
**(2010/11 to 2013/14)**

**2010/11**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	597.2	31.5	628.7
Hong Kong Baptist University	280.3	11.9	292.2
Lingnan University	86.8	1.7	88.5
The Chinese University of Hong Kong	1,180.2	171.3	1,351.5
Hong Kong Institute of Education	150.2	26.7	176.9
The Hong Kong Polytechnic University	660.8	86.6	747.4
The Hong Kong University of Science and Technology	634.1	58.5	692.6
The University of Hong Kong	1,534.6	147.9	1,682.5
<b>Total</b>	<b>5,124.1</b>	<b>536.2</b>	<b>5,660.3</b>

**2011/12**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	637.8	29.8	667.7
Hong Kong Baptist University	300.5	16.1	316.7
Lingnan University	95.5	2.1	97.6
The Chinese University of Hong Kong	1,246.1	170.0	1,416.1
Hong Kong Institute of Education	162.3	4.2	166.6
The Hong Kong Polytechnic University	632.2	74.0	706.1
The Hong Kong University of Science and Technology	693.2	51.4	744.6
The University of Hong Kong	1,646.7	154.1	1,800.8
<b>Total</b>	<b>5,414.4</b>	<b>501.8</b>	<b>5,916.2</b>

**2012/13**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	730.1	42.6	772.7
Hong Kong Baptist University	335.6	16.5	352.1
Lingnan University	105.1	4.4	109.5
The Chinese University of Hong Kong	1,096.1	167.9	1,264.0
Hong Kong Institute of Education	177.2	5.3	182.5
The Hong Kong Polytechnic University	649.9	70.5	720.4
The Hong Kong University of Science and Technology	782.5	44.5	827.0
The University of Hong Kong	1,787.5	176.4	1,964.0
<b>Total</b>	<b>5,664.1</b>	<b>528.0</b>	<b>6,192.1</b>

**2013/14**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	760.0	60.2	820.2
Hong Kong Baptist University	364.5	17.8	382.3
Lingnan University	108.9	3.9	112.8
The Chinese University of Hong Kong	1,134.8	198.9	1,333.7
Hong Kong Institute of Education	180.5	5.0	185.4
The Hong Kong Polytechnic University	671.9	98.3	770.2
The Hong Kong University of Science and Technology	847.9	60.9	908.8
The University of Hong Kong	1,862.8	182.7	2,045.6
<b>Total</b>	<b>5,931.2</b>	<b>627.7</b>	<b>6,558.9</b>

Note:

1. Figures are based on information provided by UGC-funded institutions.
2. Figures may not add up to total due to rounding.

**Staff Establishment, Minimum Salary Point, Mode of Employment and Turnover Rate  
of Research Assistants and Senior Research Assistants in UGC-funded Institutions,  
2010/11 to 2014/15 Academic Years**

**2010/11**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	14.6%	9,225	184	23	306	14.2%	16,860	111	13	115
HKBU	13.1%	8,000	61	5	269	9.9%	20,000	33	0	109
LU	0%	14,065	1	0	1	50%	20,450	4	0	0
CUHK	11%	14,340	172	12	122	N/A	N/A	0	0	0
HKIEd	17.4%	12,400	59	17	119	25%	14,875	26	1	37
PolyU	21.4%	10,000	108	23	248	14.8%	14,000	63	14	133
HKUST	14.4%	9,235	24	2	230	N/A	N/A	0	0	0
HKU	11.7%	12,020	69	3	738	4.3%	12,760	24	2	91

**2011/12**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	14.6%	9,350	231	17	293	16.9%	17,050	92	7	102
HKBU	12.9%	8,700	57	2	304	8.1%	21,400	40	2	118
LU	0%	21,175	1	0	0	20%	22,520	6	0	0
CUHK	9.5%	14,420	193	18	71	N/A	N/A	0	0	0
HKIEd	14.6%	13,200	70	20	136	6.8%	15,825	22	8	44
PolyU	19.3%	10,000	30	8	247	15.4%	14,000	21	8	140
HKUST	15.8%	9,285	21	2	212	N/A	N/A	0	0	0
HKU	7.8%	12,760	77	0	723	3.2%	25,060	28	1	95

**2012/13**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	16.4%	10,030	249	20	330	13.1%	18,290	79	11	101
HKBU	12.2%	8,700	34	3	226	9.8%	21,400	21	0	81
LU	0%	12,365	2	0	1	50%	25,655	6	0	0
CUHK	9%	15,310	177	20	103	N/A	N/A	0	0	0
HKIEd	13.8%	14,000	60	9	148	15.8%	19,100	12	3	42
PolyU	14.9%	10,000	32	9	287	15.9%	14,000	7	12	119
HKUST	11.8%	9,900	18	1	193	N/A	N/A	0	0	0
HKU	8.8%	13,500	105	1	692	6.1%	26,515	31	2	82

**2013/14**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	19.8%	10,030	226	15	335	16.1%	18,290	85	17	109
HKBU	10.6%	8,700	38	8	228	8.7%	21,400	23	0	104
LU	33%	13,550	2	0	1	18%	26,985	5	0	0
CUHK	8.5%	16,200	157	21	110	N/A	N/A	0	0	0
HKIEd	13.9%	14,600	41	10	200	14.8%	19,900	15	0	39
PolyU	18.3%	10,000	21	18	322	8.7%	14,000	11	7	154
HKUST	11.6%	10,000	14	0	238	N/A	N/A	0	0	0
HKU	6.5%	14,030	103	5	766	3.1%	27,555	40	2	85

**2014/15 (Provisional Figure)**



Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	11.2%	10,030	149	10	429	16.3%	18,290	51	11	98
HKBU	8.4%	8,700	31	7	225	5.6%	21,400	21	0	86
LU	25%	12,000	2	0	3	22%	28,605	4	0	0
CUHK	4.6%	16,200	112	18	162	N/A	N/A	0	0	0
HKIEd	9.7%	15,300	50	21	197	5.5%	20,900	19	0	36
PolyU	7.1%	11,000	24	18	355	2.2%	14,000	15	4	162
HKUST	7.3%	10,845	16	0	271	N/A	N/A	0	0	0
HKU	7.7%	14,690	93	5	842	5.0%	28,855	47	3	89

Legend:

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

\* In calculating the turnover rate, institutions have excluded staff leaving upon completion of contract.

# Short-term contracts mean contracts which are of one year or less.

- End -

**CONTROLLING OFFICER'S REPLY****EDB595****(Question Serial No. 4116)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure on salaries and the recruitment of staff of the UGC-funded institutions, please provide the following information for the past 5 years (2010/11 to 2014/15) and the estimated figures for the 2015/16 academic year:

1. a breakdown, by terms of employment, of the number, proportion and percentage changes of the teaching and non-teaching staff on temporary contract, term contract, long-term contract and substantive appointment in the 8 UGC-funded institutions;
2. the increase/decrease in the number of senior staff, the expenditure on salaries involved and the percentage of such expenditure in the overall expenditure in each of the funded institutions; and
3. the expenditures on salaries and benefits of each institution which are funded by public funding and income other than public funds respectively.

Asked by: Hon IP Kin-yuen (Member Question No. 77)

Reply:

1. The total numbers and respective percentages of staff on contract and substantive appointment in the academic years of 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15 as provided by the eight UGC-funded institutions are set out at Annex A. The breakdown between staff on temporary contract and term contract, and between academic and administrative / support staff is not readily available. Meanwhile, the percentages of staff changes for each of the UGC-funded institutions from the 2010/11 academic year through to the 2014/15 academic year are at Annex B. Estimate for the 2015/16 academic year is not available.
2. The changes in the number of senior staff by institutions from the 2010/11 academic year through to the 2014/15 academic year are at Annex C. Estimate for the 2015/16 academic year is not available.

As regards expenditure on salaries of senior staff, the UGC does not seek to control for funding purposes actual expenditure on salaries and the senior to junior staff ratio in the institutions since the delinking of institutional salaries from the civil service salary scales in 2003. The information requested is thus not available.

3. The bulk of the Government subvention to the eight UGC-funded institutions is in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). As such, it is not possible to ascertain the expenditure on staff salaries and benefits that is publicly-funded.

However, as an indication and according to information provided by the eight institutions, their total expenditure on UGC-funded activities in the academic years from 2010/11 to 2013/14 and the percentages related to expenditure on staff salaries and benefits are as follows:

	2010/11	2011/12	2012/13	2013/14
Total expenditure (\$ million)	16,403	17,418	18,965	19,870
% related to staff salaries and benefits	73%	73%	73%	72%

For the same years, Government subvention and other public funding for UGC-funded activities and their percentages of the institutions' total income (with the remainder from tuition fees and other miscellaneous sources) are as follows:

	2010/11	2011/12	2012/13	2013/14
Government subvention and other public funding (\$ million)	12,677	12,917	16,829	16,032
% of institutions' total income	74%	77%	76%	73%

Information for the 2014/15 academic year is not yet available and there is no estimate made for the 2015/16 academic year.

**Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in UGC-funded Institutions**

2014/15 Academic Year (Provisional figure)

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 176	41.6%	3	0.1%	1 649	58.3%
HKBU	784	53.0%	0	0%	683	47.0%
LU	209	40.0%	155	29.6%	159	30.4%
CUHK	2 369	52.9%	30	0.7%	2 076	46.4%
HKIEd	532	45.2%	141	12.0%	505	42.9%
PolyU	1 030	34.9%	84	2.8%	1 842	62.3%
HKUST	1 074	42.8%	30	1.2%	1 403	56.0%
HKU	2 912	59.2%	137	2.8%	1 873	38.0%

2013/14 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 277	44.9%	4	0.1%	1 561	54.9%
HKBU	771	53.6%	0	0%	667	46.4%
LU	217	41.3%	147	28.0%	161	30.7%
CUHK	2 339	52.7%	28	0.6%	2 075	46.7%
HKIEd	534	46.6%	131	11.4%	482	42.0%
PolyU	969	32.5%	92	3.1%	1 921	64.4%
HKUST	1 041	42.2%	23	0.9%	1 405	56.9%
HKU	2 908	59.1%	125	2.5%	1 889	38.4%

2012/13 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 291	45.4%	4	0.1%	1 551	54.5%
HKBU	747	53.4%	0	0%	652	46.6%
LU	213	40.9%	149	28.6%	159	30.5%
CUHK	2 271	52.1%	28	0.6%	2 064	47.3%
HKIEd	550	48.8%	110	9.8%	466	41.4%
PolyU	884	29.8%	81	2.7%	2 006	67.5%
HKUST	923	39.1%	19	0.8%	1 421	60.1%
HKU	2 704	57.0%	121	2.6%	1 919	40.5%

## 2011/12 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 262	46.4%	5	0.2%	1 453	53.4%
HKBU	674	51.6%	0	0%	632	48.4%
LU	169	36.6%	133	28.8%	160	34.6%
CUHK	2 023	49.1%	30	0.7%	2 065	50.1%
HKIED	546	51.0%	75	7.0%	449	42.0%
PolyU	751	26.4%	39	1.4%	2 060	72.3%
HKUST	742	33.9%	19	0.9%	1 429	65.3%
HKU	2 537	55.1%	116	2.5%	1 955	42.4%

## 2010/11 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 283	46.5%	5	0.2%	1 469	53.3%
HKBU	641	50.4%	0	0%	631	49.6%
LU	189	41.2%	100	21.8%	170	37.0%
CUHK	1 971	48.0%	26	0.6%	2 109	51.4%
HKIED	555	54.1%	22	2.1%	448	43.7%
PolyU	645	22.1%	46	1.6%	2 223	76.3%
HKUST	721	33.1%	9	0.4%	1 448	66.5%
HKU	2 543	54.6%	111	2.4%	2 004	43.0%

Legend:

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

Notes:

1. Contract staff refers to staff with offer of appointment for three years or less per contract.
2. Long-term contract staff refers to staff with offer of appointment for more than three years per contract.
3. For CityU, HKBU and HKIED, figures exclude research, honorary and part-time staff; for HKUST, figures exclude honorary and part-time staff.

## Staff Changes in UGC-funded Institutions

Total Staff Number –

Institution	2010/11	2011/12	2012/13	2013/14	2014/15 (Provisional Figures)
CityU	2757	2750	2846	2842	2828
HKBU	1272	1306	1399	1438	1467
LU	459	462	521	525	523
CUHK	4106	4118	4363	4442	4475
HKIED	1025	1070	1126	1149	1178
PolyU	2869	2931	2968	2973	2956
HKUST	2178	2190	2363	2469	2507
HKU	4658	4608	4744	4922	4922

Institution	Changes between 2010/11 and 2011/12		Changes between 2011/12 and 2012/13	
	No.	% change	No.	% change
CityU	-7	-0.3%	+96	3.5%
HKBU	+34	2.7%	+93	7.1%
LU	+3	0.7%	+59	12.8%
CUHK	+12	0.3%	+245	5.9%
HKIED	+45	4.4%	+56	5.2%
PolyU	+62	2.2%	+37	1.3%
HKUST	+12	0.6%	+173	7.9%
HKU	-50	-1.1%	+136	3.0%

Institution	Changes between 2012/13 and 2013/14		Estimated Changes between 2013/14 and 2014/15	
	No.	% change	No.	% change
CityU	-4	-0.1%	-14	-0.5%
HKBU	+39	2.8%	+29	2.0%
LU	+4	0.8%	-2	-0.4%
CUHK	+79	1.8%	+33	0.7%
HKIED	+23	2.0%	+29	2.5%
PolyU	+5	0.2%	-17	-0.6%
HKUST	+106	4.5%	+38	1.5%
HKU	+178	3.8%	0	0%

Legend:

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

## Senior Staff Changes in UGC-funded Institutions

Number of senior staff –

Institution	2010/11	2011/12	2012/13	2013/14	2014/15 (Provisional Figures)
CityU	298	308	329	346	379
HKBU	138	137	135	130	129
LU	50	49	52	53	56
CUHK	346	340	329	317	323
HKIEd	122	113	111	108	113
PolyU	422	429	447	454	447
HKUST	318	325	326	332	333
HKU	347	342	360	368	371

Institution	Changes between 2010/11 and 2011/12	Changes between 2011/12 and 2012/13
CityU	+10	+21
HKBU	-1	-2
LU	-1	+3
CUHK	-6	-11
HKIEd	-9	-2
PolyU	+7	+18
HKUST	+7	+1
HKU	-5	+18

Institution	Changes between 2012/13 and 2013/14	Estimated Changes between 2013/14 and 2014/15
CityU	+17	+33
HKBU	-5	-1
LU	+1	+3
CUHK	-12	+6
HKIEd	-3	+5
PolyU	+7	-7
HKUST	+6	+1
HKU	+8	+3

Note: Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.

Legend:

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

- End -

**CONTROLLING OFFICER'S REPLY****EDB596****(Question Serial No. 4452)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the admission of students with special educational needs (SEN), students with disabilities and non-Chinese speaking (NCS) students by UGC-funded institutions and self-financing institutions, please provide the following information for the past 5 years (from the 2010/11 to 2014/15 academic years):

- (a) a breakdown, by institution and student type, of the number of students with SEN and students with disabilities admitted by the institutions and the expenditure involved in supporting them;
- (b) the number of student hostels (in terms of hostel places) provided with barrier-free facilities in the institutions and the expenditure on the installation of barrier-free facilities incurred by each institution in the past 5 years; and
- (c) a breakdown, by institution and Chinese Language qualification possessed, of the number of local NCS students admitted by the institutions.

Asked by: Hon IP Kin-yuen (Member Question No. 78)Reply:

- (a) The number of students with special educational needs (SEN) studying full-time University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by institution and type of disability, from the 2010/11 to 2014/15 academic years is at Annex A. Funding for students with SEN is subsumed under the block grant allocated to the UGC-funded institutions, and hence the UGC is unable to attribute the exact amount provided in supporting these students.
- (b) There are about 31 500 student hostel places in the UGC-funded institutions provided with barrier-free facilities, such as ramps, special toilets, braille on lift buttons and guided paths. As most of these facilities were provided during construction of hostel buildings, there is no separate breakdown on the expenditure incurred for the installation of the barrier-free facilities.
- (c) The number of local non-Chinese speaking (NCS) students admitted to the UGC-funded full-time sub-degree and undergraduate programmes from the 2010/11 to 2014/15 academic years is set out at Annex B. There is no information on the Chinese language qualification of the NCS students.



**Number of Students with Special Educational Needs (SEN)<sup>(note 1)</sup> Pursuing Full-time UGC-funded  
Sub-degree and Undergraduate Programmes, 2010/11 to 2014/15 Academic Years**

headcount

		headcount								
Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2010/11 Academic Year										
Sub-degree	Autism Spectrum Disorders	2	-	-	-	-	-	-	-	2
	Physical Disability	-	-	-	-	-	3	-	-	3
	Hearing Impairment	1	-	-	-	-	2	-	-	3
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	2	-	-	2
	Sub-total	3	-	-	-	-	8	-	-	11
Undergraduate	Autism Spectrum Disorders	-	-	-	1	-	1	2	1	5
	Physical Disability	8	2	2	6	1	5	5	7	36
	Visual Impairment	5	3	-	5	-	2	4	14	33
	Hearing Impairment	3	4	2	5	-	5	15	13	47
	Speech and Language impairment	2	-	-	-	-	1	-	-	3
	Mental Illness	-	-	-	-	-	-	5	1	6
	Others <sup>(note 3)</sup>	1	7	-	3	-	5	20	31	67
	Sub-total	19	16	4	20	1	19	51	67	197
Total		22	16	4	20	1	27	51	67	208

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2011/12 Academic Year										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	1	-	-	-	-	1	-	-	2
	Attention Deficit/ Hyperactivity Disorder	-	-	-	-	-	1	-	-	1
	Physical Disability	1	-	-	-	-	2	-	-	3
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Mental Illness	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	2	-	-	2
	Sub-total	4	-	-	-	-	9	-	-	13
Undergraduate	Specific Learning Difficulties	2	-	-	2	-	2	2	-	8
	Autism Spectrum Disorders	-	-	-	1	-	1	1	3	6
	Attention Deficit/Hyperactivity Disorder	1	3	-	-	-	-	2	-	6
	Physical Disability	7	1	1	10	1	5	2	5	32
	Visual Impairment	9	3	-	3	-	1	4	15	35
	Hearing Impairment	5	5	1	5	-	4	7	11	38
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Mental Illness	-	-	-	-	-	-	5	1	6
	Others <sup>(note 3)</sup>	3	8	-	3	-	1	9	25	49
	Sub-total	27	20	2	24	1	15	32	60	181
Total		31	20	2	24	1	24	32	60	194

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2012/13 Academic Year										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	-	-	-	-	-	2	-	-	2
	Physical Disability	1	-	-	-	-	1	-	-	2
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	5	-	-	5
	Sub-total	3	-	-	-	-	9	-	-	12
Undergraduate^	Specific Learning Difficulties	1	4	-	4	-	-	4	-	13
	Autism Spectrum Disorders	-	-	-	3	-	1	2	3	9
	Attention Deficit/ Hyperactivity Disorder	1	3	-	2	-	-	3	1	10
	Physical Disability	9	1	1	10	1	5	1	4	32
	Visual Impairment	10	5	1	2	1	2	5	16	42
	Hearing Impairment	2	13	4	7	1	8	4	16	55
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	1	-	-	2	-	-	6	1	10
	Others <sup>(note 3)</sup>	2	10	1	4	2	12	12	26	69
	Sub-total	26	36	7	35	5	29	39	67	244
Total		29	36	7	35	5	38	39	67	256

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2013/14 Academic Year										
Sub-degree	Autism Spectrum Disorders	-	-	-	-	-	1	-	-	1
	Physical Disability	-	-	-	-	-	1	-	-	1
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	7	-	-	7
	Sub-total	1	-	-	-	-	10	-	-	11
Undergraduate	Specific Learning Difficulties	3	4	1	5	-	-	4	1	18
	Autism Spectrum Disorders	-	-	-	2	-	2	2	3	9
	Attention Deficit/ Hyperactivity Disorder	1	4	-	4	-	-	2	1	12
	Physical Disability	7	1	2	10	1	3	3	6	33
	Visual Impairment	7	4	2	1	2	3	2	10	31
	Hearing Impairment	4	12	5	7	2	8	3	21	62
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	4	-	-	3	-	1	10	-	18
	Others <sup>(note 3)</sup>	4	11	1	4	3	16	6	17	62
	Sub-total	30	36	11	37	8	34	34	59	249
	Total		31	36	11	37	8	44	34	59

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2014/15 Academic Year (Provisional)										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others <sup>(note 3)</sup>	1	-	-	-	-	6	-	-	7
	Sub-total	2	-	-	-	-	8	-	-	10
Undergraduate	Specific Learning Difficulties	3	5	-	9	-	-	3	3	23
	Autism Spectrum Disorders	-	-	-	2	-	2	2	2	8
	Attention Deficit/ Hyperactivity Disorder	1	2	-	4	-	-	2	1	10
	Physical Disability	6	2	2	15	1	5	4	6	41
	Visual Impairment	5	5	3	2	3	4	5	9	36
	Hearing Impairment	5	16	8	12	5	8	5	23	82
	Speech and Language impairment	-	-	-	1	-	1	3	-	5
	Mental Illness	5	5	-	4	1	-	9	2	26
	Others <sup>(note 3)</sup>	6	5	3	3	3	21	6	25	72
	Sub-total	31	40	16	52	13	41	39	71	303
Total		33	40	16	53	13	49	39	71	314

Notes:

- Figures are compiled based on the data provided by the UGC-funded institutions based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Starting from 2011/12, the CDCF categorization of type of disability has been changed to align with the Hong Kong Rehabilitation Programme Plan with a slight adaptation to cater for UGC-funded institutions, under which figures of a disability type (i.e. intellectual disabilities) is included under "Others". Hence, the figures by type of disability for the year onwards are not strictly comparable with those in previous years.
- Including multiple types of disabilities.
- '-' denotes nil.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Abbreviations for institutions are as follows:
 

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Number of Local Non-Chinese Speaking Students<sup>(note 1)</sup> Admitted to the UGC-funded Full-time Sub-degree and Undergraduate Programmes, 2010/11 to 2014/15**

Academic Year	Level of Study	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2010/11	Sub-degree	2	-	-	-	-	-	-	-	2
	Undergraduate	33	2	-	12	2	1	63	28	141
	<b>Total</b>	<b>35</b>	<b>2</b>	<b>-</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>63</b>	<b>28</b>	<b>143</b>
2011/12	Sub-degree	8	-	-	-	-	3	-	-	11
	Undergraduate	24	5	1	23	1	3	74	14	145
	<b>Total</b>	<b>32</b>	<b>5</b>	<b>1</b>	<b>23</b>	<b>1</b>	<b>6</b>	<b>74</b>	<b>14</b>	<b>156</b>
2012/13	Sub-degree	7	-	-	-	-	-	-	-	7
	Undergraduate <sup>^</sup>	37	2	6	34	11	9	124	26	249
	<b>Total</b>	<b>44</b>	<b>2</b>	<b>6</b>	<b>34</b>	<b>11</b>	<b>9</b>	<b>124</b>	<b>26</b>	<b>256</b>
2013/14	Sub-degree	4	-	-	-	-	3	-	-	7
	Undergraduate	46	1	20	24	8	7	98	23	227
	<b>Total</b>	<b>50</b>	<b>1</b>	<b>20</b>	<b>24</b>	<b>8</b>	<b>10</b>	<b>98</b>	<b>23</b>	<b>234</b>
2014/15#	Sub-degree	12	-	-	-	-	5	-	-	17
	Undergraduate	52	6	8	42	11	9	80	18	226
	<b>Total</b>	<b>64</b>	<b>6</b>	<b>8</b>	<b>42</b>	<b>11</b>	<b>14</b>	<b>80</b>	<b>18</b>	<b>243</b>

Notes:

1. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
2. '-' denotes nil.
3. # Provisional figures
4. ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
5. Abbreviations for institutions are as follows:  
CityU                      City University of Hong Kong  
HKBU                      Hong Kong Baptist University  
LU                          Lingnan University  
CUHK                      The Chinese University of Hong Kong  
HKIEd                      The Hong Kong Institute of Education  
PolyU                      The Hong Kong Polytechnic University  
HKUST                      The Hong Kong University of Science and Technology  
HKU                          The University of Hong Kong

- End -

**CONTROLLING OFFICER'S REPLY****EDB597****(Question Serial No. 4454)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide information on:

1. the names of the top 10 publicly-funded undergraduate programmes, offered by each University Grants Committee (UGC)-funded institution, which had large intakes of "local applicants who hold non-local public examination results or academic qualifications" (in terms of number and percentage respectively) in each of the past 5 years from the 2010/11 to 2014/15 academic years; a breakdown of the numbers, percentages and median admission scores of such local applicants by programme; and a breakdown of the numbers and median admission scores of successful JUPAS applicants by programme; and
2. the names of the top 10 undergraduate programmes, offered by each UGC-funded institution, which had large intakes of non-local students (in terms of number and percentage respectively) in each of the past 5 years from the 2010/11 to 2014/15 academic years; a breakdown of the numbers, percentages and median admission scores of such non-local applicants by programme; and a breakdown of the numbers and median admission scores of successful JUPAS applicants by programme.

Asked by: Hon IP Kin-yuen (Member Question No. 80)

Reply:

Student admission is within the autonomy of the University Grants Committee (UGC)-funded institutions. Following the principles of fairness and merit-based selection, each institution administers its own admission policy and criteria for different undergraduate programmes to assess applications submitted through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes.

According to the UGC-funded institutions, undergraduate admission is conducted on the basis of a rigorous and holistic assessment of applicants in a variety of aspects, including their academic qualifications and results, interview performance, personal attributes, non-academic achievements, interests and experiences, as well as programme preferences, etc. Institutions have accumulated a wealth of experience in assessing the relative merits of local applicants with different academic qualifications. They have also been continuously monitoring the relative post-admission performance of students admitted with different academic qualifications to ensure that equivalent admission threshold is applied to candidates holding different academic qualifications. We understand that institutions do not apply any formula to convert and compare different academic and non-academic qualifications.

Besides, having regard to institutional autonomy in student admission, neither the Government nor the UGC would require institutions to specify a particular ratio of local students admitted through the JUPAS and non-JUPAS routes. That said, we understand that individual institutions have taken the initiative to lay

down guidelines which set a ceiling for admission of local students through the non-JUPAS route.

JUPAS candidates continue to be the major source of local students for UGC-funded undergraduate programmes over the years. It is noteworthy that the majority of the local students admitted through non-JUPAS route in the past years were admitted on the basis of local sub-degree qualifications or other local qualifications. It must also be stressed that both local students applying through the JUPAS and non-JUPAS routes are Hong Kong permanent residents and they should deserve equal opportunities to be considered on the basis of fair competition for articulation to UGC-funded programmes.

The requested details regarding the top 10 UGC-funded first-year-first-degree (FYFD) programmes of each UGC-funded institution with the highest ratio of local students with overseas qualifications to the total number of students admitted from the 2010/11 to 2014/15 academic years are at Annex A. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded institution with the largest number of local students with overseas qualifications from the 2010/11 to 2014/15 academic years are at Annex B.

Non-local students, including those originating from the Mainland and overseas, are admitted to the UGC-funded undergraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number. Since non-local students are primarily admitted by over-enrolment on top of the approved student number, they will not compete directly with local students.

Non-local students need to apply for admission to UGC-funded programmes through the non-JUPAS route. According to the institutions, applications for admission submitted by non-local candidates are held distinct and handled separately from local applications. Similar to local applications, non-local applications are considered by the institutions in accordance with the principles of fairness and merit-based selection. Each institution administers its own admission policy and criteria to identify the most-deserving among the non-local candidates.

The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded institution with the highest ratio of non-local students to the total number of students admitted from the 2010/11 to 2014/15 academic years are at Annex C. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded institution with the largest number of non-local students from the 2010/11 to 2014/15 academic years are at Annex D.

All four annexes are prepared based on information provided by the institutions.



**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : City University of Hong Kong**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Laws with Honours	26	6	4	6	3	45	13.3%	13.7		230.00	*
	2	BSocSc(Hons) Psychology	19	3	-	2	2	26	11.5%	14.4		*	*
	3	BBA(Hons) Global Business Systems Management	9	2	13	1	5	30	6.7%	14.0		-	*
	4	BBA(Hons) Accountancy and Law	15	1	2	1	3	22	4.5%	13.9		*	-
	5	BSocSc(Hons) Social Work	54	2	8	-	1	65	3.1%	11.0		*	-
	6	BSc(Hons) Creative Media	26	1	6	1	1	35	2.9%	10.4		*	-
	7	BEng(Hons) Manufacturing Systems Engineering	35	1	6	-	2	44	2.3%	8.2		-	*
	8	BEng(Hons) Materials Engineering	35	1	-	9	2	47	2.1%	9.7		*	-
	9	BBA(Hons) Marketing	29	1	6	26	13	75	1.3%	16.2		-	*
2011/12	1	Bachelor of Laws with Honours	20	12	-	6	4	42	28.6%	14.7		240.00	36.20
	2	BBA(Hons) Accountancy and Law	14	1	4	-	5	24	4.2%	15.4		-	*
	3	BSocSc(Hons) Social Work	50	2	7	-	-	59	3.4%	12.3		*	-
	4	BSocSc(Hons) Psychology	25	1	2	-	2	30	3.3%	12.8		*	-
	5	BBA(Hons) Business Economics	37	1	3	1	9	51	2.0%	13.4		*	-
	6	BSocSc(Hons) Policy Studies and Administration	50	1	35	-	2	88	1.1%	14.6		*	-
	7	BBA(Hons) Finance	55	1	12	3	19	90	1.1%	14.2		-	-
	8	BBA(Hons) Accountancy	84	1	22	-	28	135	0.7%	14.3		-	*

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2012/13 (HKAL)	1	Bachelor of Laws with Honours	21	8	-	-	2	31	25.8%	13.8		232.50	-
	2	BBA(Hons) Accountancy and Law	16	3	-	1	3	23	13.0%	13.8		*	*
	3	BSocSc(Hons) Psychology	20	4	-	2	6	32	12.5%	14.8		220.00	*
	4	BEng(Hons) Civil and Structural Engineering	15	1	-	-	3	19	5.3%	10.6		*	-
	5	BSocSc(Hons) Social Work	51	2	5	-	-	58	3.4%	12.7		*	-
	6	BSc(Hons) Applied Biology	26	1	5	-	3	35	2.9%	10.8		-	*
	7	BBA(Hons) Business Economics	34	1	-	6	7	48	2.1%	13.4		*	-
	8	BSc(Hons) Applied Physics	40	1	1	6	1	49	2.0%	8.9		-	*
	9	BBA(Hons) Marketing	27	1	6	23	9	66	1.5%	15.6		-	*
2012/13 (HKDSE)	1	School of Law (Bachelor of Laws)	31	8	1	4	6	50	16.0%		20.1	-	34.13
	2	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	2	51	2	43	437	0.5%		17.3	-	-
	3	College of Science and Engineering (Engineering)	614	2	-	3	71	690	0.3%		15.5	-	-
	4	College of Business (Bachelor of Business Administration)	612	1	51	10	96	770	0.1%		16.9	-	-
2013/14	1	School of Law (Bachelor of Laws)	32	17	-	1	8	58	29.3%		20.4	241.82	37.67
	2	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	5	17	4	15	135	3.7%		15.8	*	35.00
	3	College of Business (Bachelor of Business Administration)	531	11	26	127	137	832	1.3%		17.4	224.00	30.00
	4	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	6	52	32	56	461	1.3%		17.7	*	33.75

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	5	College of Science and Engineering (Science)	149	3	9	29	42	232	1.3%		16.8	*	*
	6	College of Science and Engineering (Engineering)	491	3	88	30	87	699	0.4%		16.1	*	*
2014/15#	1	Bachelor of Arts in Linguistics and Language Technology	-	1	1	-	-	2	50.0%		-	-	*
	2	Bachelor of Arts in Translation and Interpretation	-	1	1	-	-	2	50.0%		-	-	*
	3	Bachelor of Social Sciences in Asian & International Studies	-	2	3	-	1	6	33.3%		-	*	-
	4	School of Law (Bachelor of Laws)	33	14	-	-	7	54	25.9%		20.5	250.0	38.6
	5	Bachelor of Social Sciences in Criminology	-	2	6	-	-	8	25.0%		-	*	*
	6	Bachelor of Business Administration in China Business	-	1	3	-	1	5	20.0%		-	-	*
	7	Bachelor of Social Sciences in Environmental Policy	-	1	4	-	1	6	16.7%		-	-	*
	8	Bachelor of Social Sciences in Social Work	-	1	5	-	-	6	16.7%		-	-	*
	9	Bachelor of Engineering in Materials Engineering	-	1	6	-	-	7	14.3%		-	*	-
	10	Bachelor of Science in Applied Biology	-	1	5	-	2	8	12.5%		-	*	-

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.

6. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : Hong Kong Baptist University**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students					
			Local students				Non-local students		Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS							HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>								
2010/11	1	BSocSc Communication - Cinema & TV	15	2	2	1	8	28	7.1%	11.3		*	-	
	2	BA- English Language & Literature and BEd - English Language Teaching	16	1	1	-	1	19	5.3%	11.3		-	*	
	3	BSc - Applied Biology	37	1	4	2	7	51	2.0%	9.6		-	*	
	4	BBA - Accounting	52	1	-	2	6	61	1.6%	11.5		-	-	
2011/12	1	BA- English Language & Literature and BEd - English Language Teaching	14	2	-	3	1	20	10.0%	11.0		*	-	
	2	BSc - Physics	30	3	1	1	5	40	7.5%	8.6		237	-	
	3	BSocSc Communication - Cinema & TV	16	2	3	-	7	28	7.1%	12.2		*	-	
	4	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	1	2	3	5	29	3.4%	9.9		*	-	
	5	Bachelor of Chinese Medicine & BSc Biomedical Science	20	1	-	4	5	30	3.3%	13.0		*	-	
	6	BA Humanities	37	1	-	-	1	39	2.6%	13.2		-	-	
	7	BSocSc Communication - Journalism	35	1	3	1	11	51	2.0%	15.2		-	*	
	8	BBA	173	3	8	28	28	240	1.3%	12.1		-	*	
2012/13 (HKAL)	1	BA Music	8	4	15	4	-	31	12.9%	12.5		*	*	
	2	BA - English Language & Literature	21	3	-	5	2	31	9.7%	9.2		*	-	
	3	Bachelor of Chinese Medicine & BSc Biomedical Science	20	2	1	3	8	34	5.9%	12.8		*	-	
	4	BA - Visual Arts	62	4	-	1	2	69	5.8%	11.5		187	*	
	5	BSocSc Communication - Journalism	38	3	1	1	10	53	5.7%	14.9		*	*	

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	6	BA PE & Recreation Management	13	1	6	8	2	30	3.3%	13.4		-	*
2013/14	1	BSocSc - European Studies	23	1	1	2	8	35	2.9%		17.6	-	*
	2	BA Music	13	1	14	8	-	36	2.8%		16.5	*	-
	3	BA - Visual Arts	47	1	1	4	3	56	1.8%		15.1	-	-
	4	BBA - Accounting	29	1	-	14	13	57	1.8%		16.8	-	-
	5	BSocSc Communication	135	2	-	-	32	169	1.2%		19.3	*	-
	6	Bachelor of Arts	154	1	21	-	18	194	0.5%		17.9	*	-
	7	Bachelor of Business Administration	158	1	-	36	34	229	0.4%		16.6	-	*
	8	Bachelor of Science	183	1	-	4	51	239	0.4%		16.4	-	-
2014/15 <sup>#</sup>	1	BA Music	13	2	13	8	-	36	5.6%		17.5	-	*
	2	Bachelor of Chinese Medicine & BSc Biomedical Science	16	1	2	-	12	31	3.2%		19.4	-	-
	3	BA PE & Recreation Management	26	1	6	3	-	36	2.8%		16.7	*	-
	4	Bachelor of Arts	165	5	8	-	17	195	2.6%		17.8	226.7	*
	5	Bachelor of Arts/Bachelor of Social Sciences	100	3	1	16	15	135	2.2%		17.6	*	-
	6	Bachelor of Business Administration	165	4	6	19	34	228	1.8%		16.6	-	29.7
	7	BA - Visual Arts	49	1	-	2	5	57	1.8%		16.1	*	-

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:

- AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
 AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
 5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
  8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
 A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
 “-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
  9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
 “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
  10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : Lingnan University**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Arts (Hons) Contemporary English Studies	28	1	1	-	1	31	3.2%	8.6		*	-
	2	Bachelor of Arts (Hons) Philosophy	27	1	3	-	-	31	3.2%	10.1		*	-
	3	Bachelor of Arts (Hons) Translation	49	1	-	-	6	56	1.8%	9.9		-	-
	4	Bachelor of Social Sciences (Hons)	119	1	8	-	15	143	0.7%	10.6		-	*
	5	Bachelor of Business Administration (Hons)	167	1	11	1	25	205	0.5%	10.5		-	-
2011/12	1	Bachelor of Arts (Hons) Cultural Studies	23	1	7	-	-	31	3.2%	9.7		*	-
	2	Bachelor of Arts (Hons) Philosophy	29	1	1	-	-	31	3.2%	10.3		*	-
	3	Bachelor of Business Administration (Hons)	158	2	16	-	23	199	1.0%	10.9		-	*
2012/13 (HKAL)	1	Bachelor of Arts (Hons) in Philosophy	26	1	2	-	-	29	3.4%	10.8		-	*
	2	Bachelor of Business Administration (Hons)	150	2	18	2	7	179	1.1%	10.4		*	-
2013/14	1	Bachelor of Business Administration (Hons)	156	5	4	1	19	185	2.7%		16.6	233	-
	2	Bachelor of Social Sciences (Hons)	117	1	4	2	10	134	0.7%		16.7	-	-
	3	Bachelor of Arts (Hons)	236	1	4	-	14	255	0.4%		16.7	-	-
2014/15 <sup>#</sup>	1	Bachelor of Business Administration (Hons)	163	3	5	-	19	190	1.6%		16.4	-	-
	2	Bachelor of Arts (Hons)	244	2	3	-	12	261	0.8%		16.7	-	-
	3	Bachelor of Social Sciences (Hons)	119	1	2	2	10	134	0.7%		16.5	-	*



Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total (B)	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1	LL.B. Law	45	11	-	6	2	64	17.2%	16.4		253.3	40.5
	2	B.S.Sc. Architectural Studies	24	9	1	8	11	53	17.0%	14.5		235	35
	3	B.S.Sc. Psychology	51	12	-	2	9	74	16.2%	17.1		248	*
	4	M.B.,Ch.B. Medicine	111	26	-	23	2	162	16.0%	18.9		278.5	41.3
	5	B.Pharm. Pharmacy	27	4	-	1	-	32	12.5%	19.2		253.3	*
	6	B.Eng. Biomedical Engineering	40	5	-	2	5	52	9.6%	12.6		*	*
	7	B.Sc. Quantitative Finance	36	4	-	-	7	47	8.5%	19.1		*	-
	8	B.A. Philosophy	21	2	1	1	-	25	8.0%	12.1		*	-
	9	B.Eng. Mechanical & Automation Engineering	55	5	4	1	1	66	7.6%	9.6		230	*
	10	B.Sc.Life Sciences	158	15	8	10	11	202	7.4%	13.5		209.1	*
2011/12	1	LL.B. Law	43	17	-	5	2	67	25.4%	16.4		246.7	39.8
	2	B.S.Sc. Architectural Studies	23	12	-	5	9	49	24.5%	16.6		265	35
	3	B.S.Sc. Psychology	50	18	-	-	9	77	23.4%	16.5		257.8	34.6
	4	M.B.,Ch.B. Medicine	110	29	-	25	1	165	17.6%	19.6		277	42
	5	B.B.A. in International Business and Chinese Enterprise	15	3	-	-	3	21	14.3%	20.0		-	*
	6	B.Sc. Quantitative Finance	31	6	-	2	8	47	12.8%	19.3		*	*
	7	B.Sc. Public Health	21	4	-	10	-	35	11.4%	15.3		*	-
	8	B.Eng. Biomedical Engineering	41	5	-	1	4	51	9.8%	12.8		260	*
	9	B.A. Fine Arts	17	2	1	1	-	21	9.5%	12.9		*	-
	10	B.Sc.Life Sciences	157	20	2	20	20	219	9.1%	13.7		242.5	*

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2012/13 (HKAL)	1	B.S.Sc. Architectural Studies	25	15	1	1	5	47	31.9%	17.0		248.6	34.5
	2	LL.B. Law	43	20	-	-	3	66	30.3%	16.7		251.8	41.7
	3	B.Sc. Quantitative Finance	17	11	-	1	10	39	28.2%	18.7		268	*
	4	B.B.A. in International Business and Chinese Enterprise	10	3	-	-	3	16	18.8%	19.5		*	*
	5	B.Sc.Quantitative Finance & Risk Management Science	8	4	-	-	10	22	18.2%	20.0		273.3	*
	6	M.B.,Ch.B. Medicine	109	33	-	57	1	200	16.5%	18.8		278.8	41.1
	7	B.S.Sc. Psychology	50	9	-	-	1	60	15.0%	15.5		265	*
	8	B.Pharm. Pharmacy	31	8	-	14	1	54	14.8%	19.7		268	40
	9	B.Sc.Life Sciences	146	22	6	22	25	221	10.0%	13.5		235.8	34
	10	B.B.A. Integrated BBA	187	30	-	3	93	313	9.6%	14.6		254.1	36.2
2012/13 (HKDSE)	1	M.B.,Ch.B. Medicine	143	40	-	17	3	203	20.0%		22.8	276.7	41.4
	2	LL.B. Law	44	13	-	5	9	71	18.0%		22.6	*	38
	3	B.Sc.Quantitative Finance & Risk Management Science	9	2	-	-	2	13	15.0%		23.8	*	-
	4	B.S.Sc. Urban Studies	16	2	-	1	1	20	10.0%		19.8	*	*
	5	B.Sc. Global Economics & Finance	10	2	-	-	10	22	9.0%		22.0	-	*
	6	B.B.A. Professional Accountancy	98	11	2	15	2	128	8.6%		20.8	258	*
	7	B.S.Sc. Psychology	41	3	-	-	-	44	7.0%		21.4	-	-
	8	B.S.Sc. Sociology	43	3	-	-	-	46	7.0%		18.7	-	*
	9	B.S.Sc. Architectural Studies	24	2	-	3	3	32	6.3%		20.1	-	-
	10	B.A. Religious Studies	21	1	-	-	-	22	5.0%		15.5	-	-
2013/14	1	B.B.A. in International Business and Chinese Enterprise	11	8	-	-	-	19	42.1%		22.5	275	39.2
	2	LL.B. Law	42	27	-	3	7	79	34.2%		22.6	257.8	40.2
	3	B.S.Sc. Architectural Studies	16	10	1	4	7	38	26.3%		22.3	240	33.8

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	4	M.B.,Ch.B. Medicine	120	54	-	36	-	210	25.7%		23.5	280	42.4
	5	B.Pharm. Pharmacy	33	10	-	8	2	53	18.9%		24.4	276.7	41.3
	6	B.Sc.Quantitative Finance & Risk Management Science	22	5	-	1	2	30	16.7%		22.3	275	*
	7	B.Sc. Biology	6	1	-	-	-	7	14.3%		18.8	-	-
	8	B.Sc. Global Economics & Finance	18	4	-	-	9	31	12.9%		22.6	*	*
	9	B.A. / B.S.Sc. Contemporary China Studies	3	3	-	-	26	32	9.4%		16.7	-	*
	10	B.Nurs. Nursing	179	18	-	1	-	198	9.1%		19.3	240	37
2014/15 <sup>#</sup>	1	B.B.A. in International Business and Chinese Enterprise	7	7	-	-	-	14	50.0%		23.3	280.0	39.8
	2	B.Sc. Earth System Science	1	1	-	-	-	2	50.0%		*	-	*
	3	M.B.,Ch.B. Medicine	119	78	-	12	4	213	36.6%		23.6	280.0	42.9
	4	B.S.Sc. Architectural Studies	20	10	-	-	3	33	30.3%		22.6	252.0	*
	5	B.Pharm. Pharmacy	33	14	-	4	-	51	27.5%		24.0	277.1	39.4
	6	LL.B. Law	46	18	-	-	5	69	26.1%		22.7	265.0	40.5
	7	B.Sc.Quantitative Finance & Risk Management Science	17	6	-	-	2	25	24.0%		23.4	273.3	*
	8	B.Sc. Global Economics & Finance	15	5	-	-	4	24	20.8%		22.1	266.7	*
	9	B.A. Anthropology	18	4	-	-	3	25	16.0%		18.8	*	*
	10	B.S.Sc. Psychology	51	9	-	-	1	61	14.8%		21.9	254.3	*

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.

6. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-” denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	2	28	5	22	99	2.0%	8.6		*	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	85	2	5	1	-	93	2.2%	7.1		*	-
2013/14	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	14	1	3	1	17	36	2.8%		16.9	-	*
	2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	2	9	2	21	124	1.6%		15.6	*	-
2014/15 <sup>#</sup>	1	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	24	1	11	1	-	37	2.7%		15.0	-	-
	2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	78	2	11	-	19	110	1.8%		15.6	-	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0

- AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
  8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
  9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
  10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1	BSc (HONS) SCHEME IN HEALTH SCIENCE & TECHNOLOGY	53	3	1	-	6	63	4.8%	13.0		253.3	-
	2	BENG(HONS)/BBA(HONS) DOUBLE DEGREE PROGRAMMES	21	2	22	2	6	53	3.8%	11.4		*	*
	3	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	17	1	7	-	4	29	3.4%	10.5		*	-
	4	BBA (HONS) ACCOUNTANCY	115	5	23	-	14	157	3.2%	14.3		246.7	*
	5	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	28	1	4	-	6	39	2.6%	9.1		-	*
	6	BA (HONS) SCHEME FASHION & TEXTILES	102	3	12	1	9	127	2.4%	11.1		-	30.7
	7	BBA (HONS) ACCOUNTING & FINANCE	40	2	4	1	40	87	2.3%	15.6		*	-
	8	BSc (HONS) TOURISM MANAGEMENT	36	1	-	1	7	45	2.2%	12.4		*	-
	9	BSc (HONS) OCCUPATIONAL THERAPY	39	1	3	1	2	46	2.2%	15.1		-	*
	10	BBA (HONS) FINANCIAL SERVICES	29	1	7	-	11	48	2.1%	13.4		-	*
2011/12	1	BSc (HONS) HOTEL MANAGEMENT	45	4	2	2	13	66	6.1%	12.8		*	34
	2	BBA (HONS) MANAGEMENT	30	2	7	1	10	50	4.0%	13.8		*	-
	3	BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	15	1	5	-	6	27	3.7%	8.7		-	*



Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	4	BBA (HONS) ACCOUNTING & FINANCE	38	4	4	1	62	109	3.7%	14.0		246.7	*
	5	BA (HONS) DESIGN	34	3	67	1	4	109	2.8%	8.3		213.3	-
	6	BBA (HONS) ACCOUNTANCY	117	4	21	1	21	164	2.4%	13.7		*	*
	7	BSc (HONS) RADIOGRAPHY	43	1	1	-	-	45	2.2%	17.1		*	-
	8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	3	5	-	19	138	2.2%	11.4		*	*
	9	BSc (HONS) TOURISM MANAGEMENT	40	1	1	-	5	47	2.1%	11.6		-	*
	10	BSc (HONS) OCCUPATIONAL THERAPY	38	1	6	-	2	47	2.1%	16.7		*	-
2012/13 (HKAL)	1	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	27	3	2	-	3	35	8.6%	9.3		*	*
	2	BSc (HONS) TOURISM MANAGEMENT	39	4	3	2	4	52	7.7%	10.7		210	-
	3	BSc (HONS) HOTEL MANAGEMENT	54	5	2	1	21	83	6.0%	13.1		*	38
	4	BBA (HONS) MANAGEMENT	20	3	17	-	14	54	5.6%	12.2		*	*
	5	BENG (HONS) MECHANICAL ENGINEERING	24	2	6	-	10	42	4.8%	9.5		*	-
	6	BSc (HONS) RADIOGRAPHY	87	4	4	-	-	95	4.2%	16.3		255	-
	7	BA (HONS) SCHEME FASHION & TEXTILES	104	5	6	2	7	124	4.0%	10.4		246.7	*
	8	BA (HONS) DESIGN	45	3	54	2	8	112	2.7%	8.0		*	*
	9	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	3	10	1	12	133	2.3%	11.6		*	*
	10	BSc (HONS) MEDICAL LABORATORY SCIENCE	43	1	2	-	-	46	2.2%	15.5		-	-
2012/13 (HKDSE)	1	BSc (HONS) LOGISTICS ENGINEERING WITH	21	1	-	-	5	27	3.7%		16.0	-	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
		MANAGEMENT											
	2	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	1	-	-	9	33	3.0%		16.8	-	-
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	-	-	13	99	1.0%		16.8	-	-
2013/14	1	BENG (HONS) BUILDING SERVICES ENGG	26	2	3	-	7	38	5.3%		15.7	*	*
	2	BA (HONS) SOCIAL POLICY & ADMINISTRATION	17	1	2	-	1	21	4.8%		17.1	*	-
	3	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	16	1	3	2	2	24	4.2%		15.6	*	-
	4	BROAD DISCIPLINE OF BUSINESS	64	3	2	4	-	73	4.1%		17.3	*	*
	5	BSc (HONS) BIOMEDICAL ENGINEERING	21	1	-	-	7	29	3.4%		16.2	*	-
	6	BBA (HONS) MANAGEMENT	33	2	11	1	17	64	3.1%		17.5	-	*
	7	BBA (HONS) MARKETING	40	2	8	1	13	64	3.1%		17.7	-	*
	8	BA (HONS) SCHEME IN DESIGN	76	3	14	2	4	99	3.0%		15.5	*	*
	9	BBA (HONS) ACCOUNTANCY	95	4	8	1	31	139	2.9%		17.5	233.3	*
	10	BEng (HONS) CIVIL ENGINEERING	49	2	8	-	14	73	2.7%		17.2	*	-
2014/15 <sup>#</sup>	1	BSc (HONS) OPTOMETRY	30	5	-	-	4	39	12.8%		18.9	*	-
	2	BSc (HONS) PHYSIOTHERAPY	90	9	1	8	-	108	8.3%		21.5	265.0	*
	3	BEng (HONS) MECHANICAL ENGINEERING	27	4	5	-	16	52	7.7%		15.9	242.5	-
	4	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	72	9	1	-	36	118	7.6%		17.3	236.0	33.3
	5	BSc (HONS) OCCUPATIONAL THERAPY	75	6	4	4	-	89	6.7%		21.1	*	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	6	BSc (HONS) BIOMEDICAL ENGINEERING	21	2	-	-	8	31	6.5%		17.4	-	-
	7	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	81	6	1	-	6	94	6.4%		17.5	*	32.8
	8	BSc (HONS) GEOMATICS	30	2	2	-	1	35	5.7%		16.5	*	*
	9	BA (HONS) SCHEME IN DESIGN	64	5	22	3	4	98	5.1%		15.6	*	32.7
	10	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	68	5	13	4	13	103	4.9%		17.6	*	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total (B)	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1	Interdisciplinary Programs	66	16	1	-	5	88	18.2%	16.0		*	35.0
	2	School of Business and Management	518	82	-	29	91	720	11.4%	13.8		250.6	35.6
	3	School of Science	403	13	10	3	53	482	2.7%	11.9		245.0	36.3
	4	School of Engineering	479	15	121	6	123	744	2.0%	10.0		246.7	34.4
2011/12	1	Interdisciplinary Programs	65	34	-	1	19	119	28.6%	16.3		250.0	36.3
	2	School of Business and Management	540	97	-	33	106	776	12.5%	14.3		261.4	36.6
	3	School of Engineering	476	21	103	8	111	719	2.9%	10.7		248.6	*
	4	School of Humanities and Social Science	30	1	-	-	4	35	2.9%	11.7		*	-
	5	School of Science	416	13	5	6	79	519	2.5%	11.9		250.0	38.6
2012/13 (HKAL)	1	School of Business and Management	554	79	-	16	123	772	10.2%	13.7		261.0	36.2
	2	School of Humanities and Social Science	38	2	-	1	6	47	4.3%	10.2		*	*
	3	Interdisciplinary Programs	94	5	1	-	18	118	4.2%	16.1		266.7	39.8
	4	School of Engineering	455	19	74	6	102	656	2.9%	10.7		256.4	37.9
	5	School of Science	407	10	7	6	82	512	2.0%	11.3		257.1	*
2012/13 (HKDSE)	1	School of Humanities and Social Science	46	2	-	-	4	52	3.8%		17.7	N/A	N/A
	2	School of Business and Management	648	20	-	-	87	755	2.6%		18.6	N/A	N/A
	3	School of Science	455	8	-	-	57	520	1.5%		16.5	N/A	N/A
	4	School of Engineering	647	10	-	-	88	745	1.3%		16.5	N/A	N/A
2013/14	1	School of Business and Management	607	66	-	20	134	827	8.0%		19.0	256.0	38.1
	2	School of Humanities and Social Science	46	3	-	-	13	62	4.8%		18.3	-	*
	3	School of Engineering	566	24	-	13	138	741	3.2%		17.2	*	38.2

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	4	School of Science	418	6	-	15	93	532	1.1%		17.1	*	*
2014/15 <sup>#</sup>	1	BBA (School of Business and Management)	599	85	-	-	141	825	10.3%		18.6	268.6	37.5
	2	BSc (School of Science)	388	29	-	2	84	503	5.8%		17.1	273.3	38.6
	3	BEng (School of Engineering)	570	31	-	-	139	740	4.2%		17.0	270.0	37.2
	4	BSc Global China Studies: Humanities and Social Science	44	2	-	-	8	54	3.7%		17.9	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination. The numbers here also included EAS students admitted based on their HKCEE results or GCEOL/GCSE/IGCSE results.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.

11. The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
12. In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as “N/A”.
13. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2014/15**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <sub>(2) (3)</sub>	Sub-degree qualifications <sub>(2) (4)</sub>	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Arts in Landscape Studies	7	3	-	-	-	10	30.0%	13.0		^	^
	2	Bachelor of Laws	64	24	-	2	10	100	24.0%	19.2		^	^
	3	Bachelor of Business Administration in International Business and Global Management	15	6	-	-	7	28	21.4%	20.0		^	^
	4	Bachelor of Science in Exercise and Health	-	3	6	3	2	14	21.4%	-		^	^
	5	Bachelor of Arts in Architectural Studies	36	12	-	3	17	68	17.6%	15.4		^	^
	6	Bachelor of Journalism	12	5	-	1	12	30	16.7%	15.5		^	^
	7	Bachelor of Social Sciences	112	28	10	4	21	175	16.0%	16.8		^	^
	8	Bachelor of Medicine and Bachelor of Surgery	117	26	-	15	4	162	16.0%	19.9		^	^
	9	Bachelor of Dental Surgery	33	7	1	6	7	54	13.0%	18.5		^	^
	10	Bachelor of Pharmacy	19	3	-	3	-	25	12.0%	20.0		^	^
2011/12	1	Bachelor of Science in Exercise and Health	2	6	6	2	-	16	37.5%	*		^	^
	2	Bachelor of Arts in Architectural Studies	30	19	-	-	12	61	31.1%	15.7		^	^
	3	Bachelor of Arts in Landscape Studies	6	4	1	-	4	15	26.7%	14.0		^	^
	4	Bachelor of Journalism	8	6	1	3	8	26	23.1%	15.8		^	^
	5	Bachelor of Business Administration in International Business and Global Management	17	5	-	-	1	23	21.7%	19.8		^	^
	6	Bachelor of Laws	70	20	-	3	4	97	20.6%	19.1		^	^

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	7	Bachelor of Education in Language Education (Primary English)	9	6	13	1	1	30	20.0%	10.9		^	^
	8	Bachelor of Engineering in Civil Engineering (Law)	7	2	-	-	1	10	20.0%	17.5		^	^
	9	Bachelor of Pharmacy	18	4	-	1	-	23	17.4%	19.8		^	^
	10	Bachelor of Medicine and Bachelor of Surgery	117	26	-	20	2	165	15.8%	20.0		^	^
2012/13 (HKAL)	1	Bachelor of Arts in Architectural Studies	24	23	-	-	19	66	34.8%	15.8		260	37
	2	Bachelor of Business Administration in International Business and Global Management	15	10	-	-	4	29	34.5%	19.3		280	41
	3	Bachelor of Science in Exercise and Health	3	5	3	2	2	15	33.3%	14.7		*	*
	4	Bachelor of Laws	57	31	-	2	6	96	32.3%	18.5		280	41
	5	Bachelor of Medicine and Bachelor of Surgery	117	57	-	34	1	209	27.3%	19.8		280	43
	6	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	6	4	1	5	25	24.0%	13.8		*	-
	7	Bachelor of Journalism	7	5	1	1	9	23	21.7%	14.3		*	*
	8	Bachelor of Social Sciences	99	38	-	-	43	180	21.1%	16.6		240	37.5
	9	Bachelor of Business Administration / Bachelor of Economics and Finance	216	102	1	3	222	544	18.8%	15.7		260	40
	10	Bachelor of Arts in Landscape Studies	14	3	-	-	1	18	16.7%	13.4		260	-
2012/13 (HKDSE)	1	Bachelor of Arts in Architectural Studies	31	17	-	3	16	67	25.4%		21.8	240	36
	2	Bachelor of Biomedical Sciences	14	6	-	3	1	24	25.0%		22.2	*	*
	3	Bachelor of Medicine and Bachelor of Surgery	152	45	-	15	1	213	21.1%		24.5	270	41
	4	Bachelor of Social Sciences	98	37	15	2	41	193	19.2%		20.9	240	36
	5	Bachelor of Science in Exercise and	3	3	5	4	1	16	18.8%		16.7	200	-



Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
		Health											
	6	Bachelor of Business Administration in International Business and Global Management	23	5	-	-	5	33	15.2%		23.9	*	*
	7	Bachelor of Dental Surgery	35	7	-	8	5	55	12.7%		22.3	280	42
	8	Bachelor of Pharmacy	21	3	-	1	-	25	12.0%		21.9	280	-
	9	Bachelor of Laws	64	11	-	4	14	93	11.8%		24.2	-	41.5
	10	Bachelor of Journalism	13	3	-	-	12	28	10.7%		20.5	*	*
2013/14	1	Bachelor of Science in Exercise and Health	3	12	-	2	1	18	66.7%		17.0	220	34.5
	2	Bachelor of Arts in Landscape Studies	10	5	-	-	3	18	27.8%		20.2	-	35
	3	Bachelor of Arts in Architectural Studies	31	13	-	-	13	57	22.8%		21.7	260	37.5
	4	Bachelor of Dental Surgery	38	10	-	3	-	51	19.6%		23.3	280	42
	5	Bachelor of Medicine and Bachelor of Surgery	150	39	-	9	2	200	19.5%		24.6	280	43
	6	Bachelor of Social Sciences	116	39	-	3	47	205	19.0%		21.1	240	38
	7	Bachelor of Laws	70	16	-	2	11	99	16.2%		24.2	280	41
	8	Bachelor of Business Administration in International Business and Global Management	23	5	-	1	3	32	15.6%		23.9	*	40
	9	Bachelor of Science in Surveying	35	6	-	1	4	46	13.0%		20.4	240	-
	10	Bachelor of Business Administration / Bachelor of Economics and Finance	275	73	8	2	222	580	12.6%		20.4	260	39
2014/15 <sup>#</sup>	1	Bachelor of Science in Exercise and Health	6	9	3	2	-	20	45.0%		17.5	-	35.7
	2	Bachelor of Journalism	12	11	-	-	11	34	32.4%		20.7	*	36.2
	3	Bachelor of Arts in Architectural Studies	32	18	-	-	16	66	27.3%		21.7	262.2	36.8
	4	Bachelor of Medicine and Bachelor of Surgery	158	48	-	1	1	208	23.1%		25.1	278.0	43.5

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <sub>(2) (3)</sub>	Sub-degree qualifications <sub>(2) (4)</sub>	Others <sup>(5)</sup>							
	5	Bachelor of Laws	71	22	-	-	8	101	21.8%		24.3	280.0	42.2
	6	Bachelor of Social Sciences	129	45	6	1	65	246	18.3%		20.9	255.0	37.6
	7	Bachelor of Business Administration (Information Systems)	27	7	1	-	5	40	17.5%		18.6	*	37.3
	8	Bachelor of Dental Surgery	39	8	-	-	4	51	15.7%		23.7	280.0	41.3
	9	Bachelor of Business Administration in International Business and Global Management	25	5	-	-	4	34	14.7%		24.5	*	41.5
	10	Bachelor of Arts in Landscape Studies	14	3	-	-	5	22	13.6%		20.6	-	35.7

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-” denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.
11. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : City University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	Bachelor of Laws with Honours	26	6	4	6	3	45	13.3%	13.7		230.00	*
	2	BSocSc(Hons) Psychology	19	3	-	2	2	26	11.5%	14.4		*	*
	3	BBA(Hons) Global Business Systems Management	9	2	13	1	5	30	6.7%	14.0		-	*
	4	BSocSc(Hons) Social Work	54	2	8	-	1	65	3.1%	11.0		*	-
	5	BBA(Hons) Accountancy and Law	15	1	2	1	3	22	4.5%	13.9		*	-
	6	BSc(Hons) Creative Media	26	1	6	1	1	35	2.9%	10.4		*	-
	7	BEng(Hons) Manufacturing Systems Engineering	35	1	6	-	2	44	2.3%	8.2		-	*
	8	BEng(Hons) Materials Engineering	35	1	-	9	2	47	2.1%	9.7		*	-
	9	BBA(Hons) Marketing	29	1	6	26	13	75	1.3%	16.2		-	*
2011/12	1	Bachelor of Laws with Honours	20	12	-	6	4	42	28.6%	14.7		240.00	36.20
	2	BSocSc(Hons) Social Work	50	2	7	-	-	59	3.4%	12.3		*	-
	3	BBA(Hons) Accountancy and Law	14	1	4	-	5	24	4.2%	15.4		-	*
	4	BSocSc(Hons) Psychology	25	1	2	-	2	30	3.3%	12.8		*	-
	5	BBA(Hons) Business Economics	37	1	3	1	9	51	2.0%	13.4		*	-
	6	BSocSc(Hons) Policy Studies and Administration	50	1	35	-	2	88	1.1%	14.6		*	-
	7	BBA(Hons) Finance	55	1	12	3	19	90	1.1%	14.2		-	-
	8	BBA(Hons) Accountancy	84	1	22	-	28	135	0.7%	14.3		-	*
2012/13	1	Bachelor of Laws with Honours	21	8	-	-	2	31	25.8%	13.8		232.50	-

Academic year		Programme name	No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
(HKAL)	2	BSocSc(Hons) Psychology	20	4	-	2	6	32	12.5%	14.8		220.00	*
	3	BBA(Hons) Accountancy and Law	16	3	-	1	3	23	13.0%	13.8		*	*
	4	BSocSc(Hons) Social Work	51	2	5	-	-	58	3.4%	12.7		*	-
	5	BEng(Hons) Civil and Structural Engineering	15	1	-	-	3	19	5.3%	10.6		*	-
	6	BSc(Hons) Applied Biology	26	1	5	-	3	35	2.9%	10.8		-	*
	7	BBA(Hons) Business Economics	34	1	-	6	7	48	2.1%	13.4		*	-
	8	BSc(Hons) Applied Physics	40	1	1	6	1	49	2.0%	8.9		-	*
	9	BBA(Hons) Marketing	27	1	6	23	9	66	1.5%	15.6		-	*
	2012/13 (HKDSE)	1	School of Law (Bachelor of Laws)	31	8	1	4	6	50	16.0%		20.1	-
2	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	2	51	2	43	437	0.5%		17.3	-	-	
3	College of Science and Engineering (Engineering)	614	2	-	3	71	690	0.3%		15.5	-	-	
4	College of Business (Bachelor of Business Administration)	612	1	51	10	96	770	0.1%		16.9	-	-	
2013/14	1	School of Law (Bachelor of Laws)	32	17	-	1	8	58	29.3%		20.4	241.82	37.67
	2	College of Business (Bachelor of Business Administration)	531	11	26	127	137	832	1.3%		17.4	224.00	30.00
	3	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	6	52	32	56	461	1.3%		17.7	*	33.75
	4	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	5	17	4	15	135	3.7%		15.8	*	35.00
	5	College of Science and Engineering (Science)	149	3	9	29	42	232	1.3%		16.8	*	*

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	6	College of Science and Engineering (Engineering)	491	3	88	30	87	699	0.4%		16.1	*	*
2014/15 <sup>#</sup>	1	School of Law (Bachelor of Laws)	33	14	-	-	7	54	25.9%		20.5	250.0	38.6
	2	College of Science and Engineering (Engineering)	484	7	15	-	78	584	1.2%		16.3	*	33.0
	3	College of Business (Bachelor of Business Administration)	520	5	38	2	117	682	0.7%		17.3	*	*
	4	College of Science and Engineering (Science)	155	3	1	-	37	196	1.5%		16.7	*	*
	5	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	320	3	42	1	42	408	0.7%		17.5	-	-
	6	Bachelor of Social Sciences in Asian & International Studies	-	2	3	-	1	6	33.3%		-	*	-
	7	Bachelor of Social Sciences in Criminology	-	2	6	-	-	8	25.0%		-	*	*
	8	Bachelor of Arts in Linguistics and Language Technology	-	1	1	-	-	2	50.0%		-	-	*
	9	Bachelor of Arts in Translation and Interpretation	-	1	1	-	-	2	50.0%		-	-	*
	10	Bachelor of Business Administration in China Business	-	1	3	-	1	5	20.0%		-	-	*

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English

and AS Chinese Language & Culture. The score for each subject is allocated as follows:

AL : A=10, B=8, C=6, D=4, E=2, other grades=0

AS : A=5, B=4, C=3, D=2, E=1, other grades=0

7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : Hong Kong Baptist University**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	BSocSc Communication - Cinema & TV	15	2	2	1	8	28	7.1%	11.3		*	-
	2	BA- English Language & Literature and BEd - English Language Teaching	16	1	1	-	1	19	5.3%	11.3		-	*
	3	BSc - Applied Biology	37	1	4	2	7	51	2.0%	9.6		-	*
	4	BBA - Accounting	52	1	-	2	6	61	1.6%	11.5		-	-
2011/12	1	BSc - Physics	30	3	1	1	5	40	7.5%	8.6		237	-
	2	BBA	173	3	8	28	28	240	1.3%	12.1		-	*
	3	BA- English Language & Literature and BEd - English Language Teaching	14	2	-	3	1	20	10.0%	11.0		*	-
	4	BSocSc Communication - Cinema & TV	16	2	3	-	7	28	7.1%	12.2		*	-
	5	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	1	2	3	5	29	3.4%	9.9		*	-
	6	Bachelor of Chinese Medicine & BSc Biomedical Science	20	1	-	4	5	30	3.3%	13.0		*	-
	7	BA Humanities	37	1	-	-	1	39	2.6%	13.2		-	-
	8	BSocSc Communication - Journalism	35	1	3	1	11	51	2.0%	15.2		-	*
2012/13 (HKAL)	1	BA Music	8	4	15	4	-	31	12.9%	12.5		*	*
	2	BA - Visual Arts	62	4	-	1	2	69	5.8%	11.5		187	-
	3	BA - English Language & Literature	21	3	-	5	2	31	9.7%	9.2		*	-
	4	BSocSc Communication - Journalism	38	3	1	1	10	53	5.7%	14.9		*	*
	5	Bachelor of Chinese Medicine & BSc Biomedical Science	20	2	1	3	8	34	5.9%	12.8		*	-



Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	6	BA PE & Recreation Management	13	1	6	8	2	30	3.3%	13.4		-	*
2013/14	1	BSocSc Communication	135	2	-	-	32	169	1.2%		19.3	*	-
	2	BSocSc - European Studies	23	1	1	2	8	35	2.9%		17.6	-	*
	3	BA Music	13	1	14	8	-	36	2.8%		16.5	*	-
	4	BA - Visual Arts	47	1	1	4	3	56	1.8%		15.1	-	-
	5	BBA - Accounting	29	1	-	14	13	57	1.8%		16.8	-	-
	6	Bachelor of Arts	154	1	21	-	18	194	0.5%		17.9	*	-
	7	Bachelor of Business Administration	158	1	-	36	34	229	0.4%		16.6	-	*
	8	Bachelor of Science	183	1	-	4	51	239	0.4%		16.4	-	-
2014/15 <sup>#</sup>	1	Bachelor of Arts	165	5	8	-	17	195	2.6%		17.8	226.7	*
	2	Bachelor of Business Administration	165	4	6	19	34	228	1.8%		16.6	-	29.7
	3	Bachelor of Arts/Bachelor of Social Sciences	100	3	1	16	15	135	2.2%		17.6	*	-
	4	BA Music	13	2	13	8	-	36	5.6%		17.5	-	*
	5	Bachelor of Chinese Medicine & BSc Biomedical Science	16	1	2	-	12	31	3.2%		19.4	-	-
	6	BA PE & Recreation Management	26	1	6	3	-	36	2.8%		16.7	*	-
	7	BA - Visual Arts	49	1	-	2	5	57	1.8%		16.1	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (A)S subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0

- AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
  8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
  9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
  10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : Lingnan University**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Arts (Hons) Contemporary English Studies	28	1	1	-	1	31	3.2%	8.6		*	-
	2	Bachelor of Arts (Hons) Philosophy	27	1	3	-	-	31	3.2%	10.1		*	-
	3	Bachelor of Arts (Hons) Translation	49	1	-	-	6	56	1.8%	9.9		-	-
	4	Bachelor of Social Sciences (Hons)	119	1	8	-	15	143	0.7%	10.6		-	*
	5	Bachelor of Business Administration (Hons)	167	1	11	1	25	205	0.5%	10.5		-	-
2011/12	1	Bachelor of Business Administration (Hons)	158	2	16	-	23	199	1.0%	10.9		-	*
	2	Bachelor of Arts (Hons) Cultural Studies	23	1	7	-	-	31	3.2%	9.7		*	-
	3	Bachelor of Arts (Hons) Philosophy	29	1	1	-	-	31	3.2%	10.3		*	-
2012/13 (HKAL)	1	Bachelor of Business Administration (Hons)	150	2	18	2	7	179	1.1%	10.4		*	-
	2	Bachelor of Arts (Hons) in Philosophy	26	1	2	-	-	29	3.4%	10.8		-	*
2013/14	1	Bachelor of Business Administration (Hons)	156	5	4	1	19	185	2.7%		16.6	233	-
	2	Bachelor of Social Sciences (Hons)	117	1	4	2	10	134	0.7%		16.7	-	-
	3	Bachelor of Arts (Hons)	236	1	4	-	14	255	0.4%		16.7	-	-
2014/15 <sup>#</sup>	1	Bachelor of Business Administration (Hons)	163	3	5	-	19	190	1.6%		16.4	-	-
	2	Bachelor of Arts (Hons)	244	2	3	-	12	261	0.8%		16.7	-	-
	3	Bachelor of Social Sciences (Hons)	119	1	2	2	10	134	0.7%		16.5	-	*

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
 AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
 AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
 5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
 A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
 "-" denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	M.B.,Ch.B. Medicine	111	26	-	23	2	162	16.0%	18.9		278.5	41.3
	2	B.B.A. Integrated BBA	221	20	-	2	86	329	6.1%	14.6		261.5	*
	3	B.Sc.Life Sciences	158	15	8	10	11	202	7.4%	13.5		209.1	*
	4	B.S.Sc. Psychology	51	12	-	2	9	74	16.2%	17.1		248	*
	5	LL.B. Law	45	11	-	6	2	64	17.2%	16.4		253.3	40.5
	6	B.S.Sc. Architectural Studies	24	9	1	8	11	53	17.0%	14.5		235	35
	7	B.Nurs. Nursing	186	8	-	-	-	194	4.1%	10.9		216	36.7
	8	B.Eng. Biomedical Engineering	40	5	-	2	5	52	9.6%	12.6		*	*
	9	B.Eng. Mechanical & Automation Engineering	55	5	4	1	1	66	7.6%	9.6		230	*
	10	B.S.Sc. Journalism & Communication	59	5	-	1	9	74	6.8%	17.3		*	36.3
2011/12	1	M.B.,Ch.B. Medicine	110	29	-	25	1	165	17.6%	19.6		276.9	42
	2	B.B.A. Integrated BBA	224	23	-	5	115	367	6.3%	14.8		260	*
	3	B.Sc.Life Sciences	157	20	2	20	20	219	9.1%	13.7		242.5	*
	4	B.S.Sc. Psychology	50	18	-	-	9	77	23.4%	16.5		257.8	34.6
	5	LL.B. Law	43	17	-	5	2	67	25.4%	16.4		246.7	39.8
	6	B.S.Sc. Architectural Studies	23	12	-	5	9	49	24.5%	16.6		265	35
	7	B.Sc. Quantitative Finance	31	6	-	2	8	47	12.8%	19.3		*	*
	8	B.Eng. Biomedical Engineering	41	5	-	1	4	51	9.8%	12.8		260	*
	9	B.Sc. Public Health	21	4	-	10	-	35	11.4%	15.3		*	-
	10	B.S.Sc. Sociology	42	4	1	2	7	56	7.1%	15.8		*	*
2012/13	1	M.B.,Ch.B. Medicine	109	33	-	57	1	200	16.5%	18.8		278.8	41.1

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	2	B.B.A. Integrated BBA	187	30	-	3	93	313	9.6%	14.6		254.1	36.2
	3	B.Sc.Life Sciences	146	22	6	22	25	221	10.0%	13.5		235.8	34
	4	LL.B. Law	43	20	-	-	3	66	30.3%	16.7		251.8	41.7
	5	B.S.Sc. Architectural Studies	25	15	1	1	5	47	31.9%	17.0		248.6	34.5
	6	B.Sc. Quantitative Finance	17	11	-	1	10	39	28.2%	18.7		268	*
	7	B.B.A. Professional Accountancy	119	10	-	-	23	152	6.6%	17.5		272	-
	8	B.S.Sc. Psychology	50	9	-	-	1	60	15.0%	15.5		265	*
	9	B.Pharm. Pharmacy	31	8	-	14	1	54	14.8%	19.7		268	40
	10	B.Nurs. Nursing	192	7	-	-	-	199	3.5%	10.9		240	*
2012/13 (HKDSE)	1	M.B.,Ch.B. Medicine	143	40	-	17	3	203	20.0%		22.8	276.7	41.4
	2	LL.B. Law	44	13	-	5	9	71	18.0%		22.6	*	38
	3	B.B.A. Professional Accountancy	98	11	2	15	2	128	8.6%		20.8	258	*
	4	B.B.A. Integrated BBA	233	7	-	12	33	285	2.0%		19.8	233.3	-
	5	Social Science (broad-based)	80	4	-	5	8	97	4.0%		20.4	*	-
	6	Engineering (broad-based)	484	4	-	1	67	556	1.0%		16.3	246.7	-
	7	B.S.Sc. Psychology	41	3	-	-	-	44	7.0%		21.4	-	-
	8	B.S.Sc. Sociology	43	3	-	-	-	46	7.0%		18.7	-	*
	9	B.Nurs. Nursing	195	3	-	-	-	198	2.0%		17.9	*	*
	10	Science (broad-based)	407	3	-	2	61	473	1.0%		18.4	*	-
2013/14	1	M.B.,Ch.B. Medicine	120	54	-	36	-	210	25.7%		23.5	280	42.4
	2	B.B.A. Integrated BBA	201	31	3	5	137	377	8.2%		20.0	275	39.2
	3	LL.B. Law	42	27	-	3	7	79	34.2%		22.6	257.8	40.2
	4	Engineering (broad-based)	358	23	73	11	85	550	4.2%		16.6	245	33.4
	5	B.Nurs. Nursing	179	18	-	1	-	198	9.1%		19.3	240	37
	6	Science (broad-based)	236	18	5	13	61	333	5.4%		18.9	248.8	38.8
	7	B.S.Sc. Architectural Studies	16	10	1	4	7	38	26.3%		22.3	240	33.8

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	8	B.Pharm. Pharmacy	33	10	-	8	2	53	18.9%		24.4	276.7	41.3
	9	B.B.A. in International Business and Chinese Enterprise	11	8	-	-	-	19	42.1%		22.5	275	39.2
	10	Social Science (broad-based)	69	6	-	5	7	87	6.9%		20.9	*	*
2014/15 <sup>#</sup>	1	M.B.,Ch.B. Medicine	119	78	-	12	4	213	36.6%		23.6	280.0	42.9
	2	B.B.A. Integrated BBA	198	35	2	4	116	355	9.9%		19.9	255.0	36.8
	3	Engineering (broad-based)	350	23	80	-	90	543	4.2%		16.7	247.5	35.8
	4	Science (broad-based)	286	21	3	-	62	372	5.6%		18.5	256.4	38.3
	5	LL.B. Law	46	18	-	-	5	69	26.1%		22.7	265.0	40.5
	6	B.Pharm. Pharmacy	33	14	-	4	-	51	27.5%		24.0	277.1	39.4
	7	B.B.A. Professional Accountancy	105	14	4	-	42	165	8.5%		20.5	264.0	36.8
	8	B.S.Sc. Architectural Studies	20	10	-	-	3	33	30.3%		22.6	252.0	*
	9	B.S.Sc. Psychology	51	9	-	-	1	61	14.8%		21.9	254.3	*
	10	Social Science (broad-based)	78	8	2	1	8	97	8.2%		21.5	*	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-” denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:

5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0

8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
10. # Provisional figures.



**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	2	28	5	22	99	2.0%	8.6		*	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	85	2	5	1	-	93	2.2%	7.1		*	-
2013/14	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	2	9	2	21	124	1.6%		15.6	*	-
	2	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	14	1	3	1	17	36	2.8%		16.9	-	*
2014/15 <sup>#</sup>	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	78	2	11	-	19	110	1.8%		15.6	-	-
	2	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	24	1	11	1	-	37	2.7%		15.0	-	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0

- AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
  8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
  9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” enotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
  10. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	BBA (HONS) ACCOUNTANCY	115	5	23	-	14	157	3.2%	14.3		246.7	*
	2	BSc (HONS) SCHEME IN HEALTH SCIENCE & TECHNOLOGY	53	3	1	-	6	63	4.8%	13.0		253.3	-
	3	BA (HONS) SCHEME FASHION & TEXTILES	102	3	12	1	9	127	2.4%	11.1		-	30.7
	4	BENG(HONS)/BBA(HONS) DOUBLE DEGREE PROGRAMMES	21	2	22	2	6	53	3.8%	11.4		*	*
	5	BBA (HONS) ACCOUNTING & FINANCE	40	2	4	1	40	87	2.3%	15.6		*	-
	6	BSc (HONS) SCHEME IN COMPUTING	73	2	15	-	7	97	2.1%	8.6		*	-
	7	BA (HONS) CHINESE & BILINGUAL STUDIES	40	1	7	-	4	52	1.9%	10.6		*	-
	8	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	17	1	7	-	4	29	3.4%	10.5		*	-
	9	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	28	1	4	-	6	39	2.6%	9.1		-	*
	10	BSc (HONS) TOURISM MANAGEMENT	36	1	-	1	7	45	2.2%	12.4		*	-
2011/12	1	BSc (HONS) HOTEL MANAGEMENT	45	4	2	2	13	66	6.1%	12.8		*	34
	2	BBA (HONS) ACCOUNTING & FINANCE	38	4	4	1	62	109	3.7%	14.0		246.7	*
	3	BBA (HONS) ACCOUNTANCY	117	4	21	1	21	164	2.4%	13.7		*	*
	4	BA (HONS) DESIGN	34	3	67	1	4	109	2.8%	8.3		213.3	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	5	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	3	5	-	19	138	2.2%	11.4		*	*
	6	BBA (HONS) MANAGEMENT	30	2	7	1	10	50	4.0%	13.8		*	-
	7	BA (HONS) SCHEME FASHION & TEXTILES	99	2	14	2	6	123	1.6%	10.7		-	*
	8	BBA/BSc (HONS) SCHEME IN LOGISTICS	89	2	18	1	17	127	1.6%	11.3		*	*
	9	BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	15	1	5	-	6	27	3.7%	8.7		-	*
	10	BSc (HONS) RADIOGRAPHY	43	1	1	-	-	45	2.2%	17.1		*	-
2012/13 (HKAL)	1	BSc (HONS) HOTEL MANAGEMENT	54	5	2	1	21	83	6.0%	13.1		*	38
	2	BA (HONS) SCHEME FASHION & TEXTILES	104	5	6	2	7	124	4.0%	10.4		246.7	*
	3	BSc (HONS) TOURISM MANAGEMENT	39	4	3	2	4	52	7.7%	10.7		210	-
	4	BSc (HONS) RADIOGRAPHY	87	4	4	-	-	95	4.2%	16.3		255	-
	5	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	27	3	2	-	3	35	8.6%	9.3		*	*
	6	BBA (HONS) MANAGEMENT	20	3	17	-	14	54	5.6%	12.2		*	*
	7	BA (HONS) DESIGN	45	3	54	2	8	112	2.7%	8.0		*	*
	8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	3	10	1	12	133	2.3%	11.6		*	*
	9	BENG (HONS) MECHANICAL ENGINEERING	24	2	6	-	10	42	4.8%	9.5		*	-
	10	BBA (HONS) ACCOUNTING & FINANCE	41	2	2	1	50	96	2.1%	14.4		*	-
2012/13 (HKDSE)	1	BSc (HONS) LOGISTICS ENGINEERING WITH MANAGEMENT	21	1	-	-	5	27	3.7%		16.0	-	-
	2	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	1	-	-	9	33	3.0%		16.8	-	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	-	-	13	99	1.0%		16.8	-	-
2013/14	1	BBA (HONS) ACCOUNTANCY	95	4	8	1	31	139	2.9%		17.5	233.3	*
	2	BROAD DISCIPLINE OF BUSINESS	64	3	2	4	-	73	4.1%		17.3	*	*
	3	BA (HONS) SCHEME IN DESIGN	76	3	14	2	4	99	3.0%		15.5	*	*
	4	BENG (HONS) BUILDING SERVICES ENGG	26	2	3	-	7	38	5.3%		15.7	*	*
	5	BBA (HONS) MANAGEMENT	33	2	11	1	17	64	3.1%		17.5	-	*
	6	BBA (HONS) MARKETING	40	2	8	1	13	64	3.1%		17.7	-	*
	7	BEng (HONS) CIVIL ENGINEERING	49	2	8	-	14	73	2.7%		17.2	*	-
	8	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	68	2	18	1	8	97	2.1%		17.6	*	*
	9	BSc (HONS) RADIOGRAPHY	87	2	6	1	-	96	2.1%		19.1	*	-
	10	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	2	1	5	36	122	1.6%		17.2	-	*
2014/15 <sup>#</sup>	1	BSc (HONS) PHYSIOTHERAPY	90	9	1	8	-	108	8.3%		21.5	265.0	*
	2	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	72	9	1	-	36	118	7.6%		17.3	236.0	33.3
	3	BSc (HONS) OCCUPATIONAL THERAPY	75	6	4	4	-	89	6.7%		21.1	*	-
	4	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	81	6	1	-	6	94	6.4%		17.5	*	32.8
	5	BSc (HONS) OPTOMETRY	30	5	-	-	4	39	12.8%		18.9	*	-
	6	BA (HONS) SCHEME IN DESIGN	64	5	22	3	4	98	5.1%		15.6	*	32.7
	7	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	68	5	13	4	13	103	4.9%		17.6	*	*

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	8	BEng (HONS) MECHANICAL ENGINEERING	27	4	5	-	16	52	7.7%		15.9	242.5	-
	9	BSc (HONS) RADIOGRAPHY	87	4	2	1	-	94	4.3%		19.3	-	*
	10	BBA (HONS) MARKETING	34	3	16	-	18	71	4.2%		17.2	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	School of Business and Management	518	82	-	29	91	720	11.4%	13.8		250.6	35.6
	2	Interdisciplinary Programs	66	16	1	-	5	88	18.2%	16.0		*	35.0
	3	School of Engineering	479	15	121	6	123	744	2.0%	10.0		246.7	34.4
	4	School of Science	403	13	10	3	53	482	2.7%	11.9		245.0	36.3
2011/12	1	School of Business and Management	540	97	-	33	106	776	12.5%	14.3		261.4	36.6
	2	Interdisciplinary Programs	65	34	-	1	19	119	28.6%	16.3		250.0	36.3
	3	School of Engineering	476	21	103	8	111	719	2.9%	10.7		248.6	*
	4	School of Science	416	13	5	6	79	519	2.5%	11.9		250.0	38.6
	5	School of Humanities and Social Science	30	1	-	-	4	35	2.9%	11.7		*	-
2012/13 (HKAL)	1	School of Business and Management	554	79	-	16	123	772	10.2%	13.7		261.0	36.2
	2	School of Engineering	455	19	74	6	102	656	2.9%	10.7		256.4	37.9
	3	School of Science	407	10	7	6	82	512	2.0%	11.3		257.1	*
	4	Interdisciplinary Programs	94	5	1	-	18	118	4.2%	16.1		266.7	39.8
	5	School of Humanities and Social Science	38	2	-	1	6	47	4.3%	10.2		*	*
2012/13 (HKDSE)	1	School of Business and Management	648	20	-	-	87	755	2.6%		18.6	N/A	N/A
	2	School of Engineering	647	10	-	-	88	745	1.3%		16.5	N/A	N/A
	3	School of Science	455	8	-	-	57	520	1.5%		16.5	N/A	N/A
	4	School of Humanities and Social Science	46	2	-	-	4	52	3.8%		17.7	N/A	N/A
2013/14	1	School of Business and Management	607	66	-	20	134	827	8.0%		19.0	256.0	38.1
	2	School of Engineering	566	24	-	13	138	741	3.2%		17.2	*	38.2
	3	School of Science	418	6	-	15	93	532	1.1%		17.1	*	*
	4	School of Humanities and Social Science	46	3	-	-	13	62	4.8%		18.3	-	*

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2014/15 <sup>#</sup>	1	BBA (School of Business and Management)	599	85	-	-	141	825	10.3%		18.6	268.6	37.5
	2	BEng (School of Engineering)	570	31	-	-	139	740	4.2%		17.0	270.0	37.2
	3	BSc (School of Science)	388	29	-	2	84	503	5.8%		17.1	273.3	38.6
	4	BSc Global China Studies: Humanities and Social Science	44	2	-	-	8	54	3.7%		17.9	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination. The numbers here also included EAS students admitted based on their HKCEE results or GCEOL/GCSE/IGCSE results.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.
- The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
- In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as “N/A”.
- # Provisional figures.



**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,  
2010/11 to 2014/15**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Business Administration / Bachelor of Economics and Finance	223	57	15	21	207	523	10.9%	16.9		^	^
	2	Bachelor of Arts	266	35	42	15	22	380	9.2%	15.5		^	^
	3	Bachelor of Social Sciences	112	28	10	4	21	175	16.0%	16.8		^	^
	4	Bachelor of Medicine and Bachelor of Surgery	117	26	-	15	4	162	16.0%	19.9		^	^
	5	Bachelor of Laws	64	24	-	2	10	100	24.0%	19.2		^	^
	6	Bachelor of Engineering	275	14	74	2	67	432	3.2%	12.8		^	^
	7	Bachelor of Arts in Architectural Studies	36	12	-	3	17	68	17.6%	15.4		^	^
	8	Bachelor of Science	319	8	22	4	49	402	2.0%	16.0		^	^
	9	Bachelor of Dental Surgery	33	7	1	6	7	54	13.0%	18.5		^	^
	10	Bachelor of Business Administration (Law)	67	7	-	1	2	77	9.1%	19.3		^	^
2011/12	1	Bachelor of Business Administration / Bachelor of Economics and Finance	233	71	17	18	202	541	13.1%	16.8		^	^
	2	Bachelor of Arts	251	30	41	13	29	364	8.2%	15.7		^	^
	3	Bachelor of Social Sciences	95	27	9	2	44	177	15.3%	17.0		^	^
	4	Bachelor of Medicine and Bachelor of Surgery	117	26	-	20	2	165	15.8%	20.0		^	^
	5	Bachelor of Laws	70	20	-	3	4	97	20.6%	19.1		^	^
	6	Bachelor of Arts in Architectural Studies	30	19	-	-	12	61	31.1%	15.7		^	^
	7	Bachelor of Science	311	16	42	1	42	412	3.9%	15.8		^	^
	8	Bachelor of Science in Exercise and Health	2	6	6	2	-	16	37.5%	*		^	^

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	9	Bachelor of Journalism	8	6	1	3	8	26	23.1%	15.8		^	^
	10	Bachelor of Education in Language Education (Primary English)	9	6	13	1	1	30	20.0%	10.9		^	^
2012/13 (HKAL)	1	Bachelor of Business Administration / Bachelor of Economics and Finance	216	102	1	3	222	544	18.8%	15.7		260	40
	2	Bachelor of Medicine and Bachelor of Surgery	117	57	-	34	1	209	27.3%	19.8		280	43
	3	Bachelor of Science	292	45	15	2	62	416	10.8%	14.8		280	38
	4	Bachelor of Social Sciences	99	38	-	-	43	180	21.1%	16.6		240	37.5
	5	Bachelor of Laws	57	31	-	2	6	96	32.3%	18.5		280	41
	6	Bachelor of Arts	279	24	50	5	26	384	6.3%	15.7		220	33
	7	Bachelor of Arts in Architectural Studies	24	23	-	-	19	66	34.8%	15.8		260	37
	8	Bachelor of Engineering	277	16	2	-	113	408	3.9%	13.5		260	*
	9	Bachelor of Business Administration in International Business and Global Management	15	10	-	-	4	29	34.5%	19.3		280	41
	10	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	6	4	1	5	25	24.0%	13.8		*	34
2012/13 (HKDSE)	1	Bachelor of Medicine and Bachelor of Surgery	152	45	-	15	1	213	21.1%		24.5	270	41
	2	Bachelor of Business Administration / Bachelor of Economics and Finance	292	42	11	12	204	561	7.5%		20.5	260	36
	3	Bachelor of Social Sciences	98	37	15	2	41	193	19.2%		20.9	240	36
	4	Bachelor of Engineering	205	30	118	8	85	446	6.7%		18.2	260	39.5
	5	Bachelor of Arts	272	19	52	11	41	395	4.8%		19.8	200	33
	6	Bachelor of Arts in Architectural Studies	31	17	-	3	16	67	25.4%		21.8	240	36
	7	Bachelor of Laws	64	11	-	4	14	93	11.8%		24.2	-	41.5
	8	Bachelor of Dental Surgery	35	7	-	8	5	55	12.7%		22.3	280	42
	9	Bachelor of Science	330	6	25	1	79	441	1.4%		18.7	260	-

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students				Non-local students		Total	JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	10	Bachelor of Biomedical Sciences	14	6	-	3	1	24	25.0%		22.2	*	*
2013/14	1	Bachelor of Business Administration / Bachelor of Economics and Finance	275	73	8	2	222	580	12.6%		20.4	260	39
	2	Bachelor of Medicine and Bachelor of Surgery	150	39	-	9	2	200	19.5%		24.6	280	43
	3	Bachelor of Social Sciences	116	39	-	3	47	205	19.0%		21.1	240	38
	4	Bachelor of Arts	269	38	42	8	22	379	10.0%		20.1	240	34
	5	Bachelor of Science	329	21	19	3	60	432	4.9%		18.7	260	38.5
	6	Bachelor of Laws	70	16	-	2	11	99	16.2%		24.2	280	41
	7	Bachelor of Arts in Architectural Studies	31	13	-	-	13	57	22.8%		21.7	260	37.5
	8	Bachelor of Science in Exercise and Health	3	12	-	2	1	18	66.7%		17.0	220	34.5
	9	Bachelor of Engineering	255	11	94	10	79	449	2.4%		18.8	260	40
	10	Bachelor of Dental Surgery	38	10	-	3	-	51	19.6%		23.3	280	42
2014/15 <sup>#</sup>	1	Bachelor of Business Administration / Bachelor of Economics and Finance	276	71	1	-	228	576	12.3%		20.2	265.5	37.7
	2	Bachelor of Medicine and Bachelor of Surgery	158	48	-	1	1	208	23.1%		25.1	278.0	43.5
	3	Bachelor of Social Sciences	129	45	6	1	65	246	18.3%		20.9	255.0	37.6
	4	Bachelor of Science	308	25	24	-	73	430	5.8%		18.4	268.8	38.1
	5	Bachelor of Arts	322	24	36	-	38	420	5.7%		19.7	245.0	36.9
	6	Bachelor of Laws	71	22	-	-	8	101	21.8%		24.3	280.0	42.2
	7	Bachelor of Engineering	317	22	103	-	98	540	4.1%		18.4	264.3	40.0
	8	Bachelor of Arts in Architectural Studies	32	18	-	-	16	66	27.3%		21.7	262.2	36.8

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	9	Bachelor of Journalism	12	11	-	-	11	34	32.4%		20.7	*	36.2
	10	Bachelor of Science in Actuarial Science	54	10	-	-	21	85	11.8%		21.9	280.0	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-” denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : City University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BSc(Hons) Computing Mathematics	21	6	19	46	41.3%	10.7		-	-	99.00
	2	BA(Hons) Media and Communication	11	8	11	30	36.7%	11.8		-	*	64.40
	3	BA(Hons) Translation and Interpretation	19	4	8	31	25.8%	12.0		-	-	66.60
	4	BBA(Hons) Accountancy and Management Information Systems	17	4	6	27	22.2%	12.4		-	-	96.90
	5	BBA(Hons) Business Economics	34	9	12	55	21.8%	13.4		*	*	*
	6	BBA(Hons) Quantitative Finance and Risk Management	29	3	8	40	20.0%	13.0		*	-	105.10
	7	BBA(Hons) Finance	64	6	17	87	19.5%	13.5		-	-	80.30
	8	BEng(Hons) Information Engineering	64	11	18	93	19.4%	8.5		*	-	97.00
	9	BA(Hons) Creative Media	34	13	10	57	17.5%	11.6		-	-	78.50
	10	BSocSc(Hons) East and Southeast Asian Studies	17	2	4	23	17.4%	11.4		-	-	*
2011/12	1	BA(Hons) Media and Communication	16	2	16	34	47.1%	12.3		-	*	60.80
	2	BSc(Hons) Computing Mathematics	17	6	19	42	45.2%	10.5		-	-	97.00
	3	BBA(Hons) Quantitative Finance and Risk Management	25	5	13	43	30.2%	14.0		233.33	*	117.60
	4	BA(Hons) Translation and Interpretation	17	6	9	32	28.1%	11.3		-	-	70.80
	5	BEng(Hons) Electronic and Communication Engineering	83	9	26	118	22.0%	8.8		-	*	98.70
	6	BBA(Hons) Finance	55	16	19	90	21.1%	14.2		-	-	85.92
	7	BBA(Hons) Accountancy and Law	14	5	5	24	20.8%	15.4		-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	8	BBA(Hons) Accountancy	84	23	28	135	20.7%	14.3		*	-	81.80
	9	BBA(Hons) Business Economics	37	5	9	51	17.6%	13.4		*	*	93.40
	10	BBA(Hons) Global Business Systems Management	24	4	6	34	17.6%	14.2		-	-	70.00
2012/13 (HKAL)	1	BSc(Hons) Computing Mathematics	16	7	19	42	45.2%	10.3		-	-	119.90
	2	BA(Hons) Media and Communication	14	5	14	33	42.4%	12.4		-	-	71.20
	3	BBA(Hons) Quantitative Finance and Risk Management	25	4	9	38	23.7%	12.9		*	-	101.10
	4	BBA(Hons) Finance	54	14	21	89	23.6%	13.9		*	31.67	95.90
	5	BA(Hons) Creative Media	36	10	13	59	22.0%	12.9		-	-	80.50
	6	BBA(Hons) Accountancy	81	23	28	132	21.2%	13.2		*	*	82.20
	7	BA(Hons) Translation and Interpretation	18	5	6	29	20.7%	10.4		-	-	68.70
	8	BBA(Hons) Global Business Systems Management	18	5	6	29	20.7%	15.1		-	-	93.70
	9	BSocSc(Hons) Psychology	20	6	6	32	18.8%	14.8		-	-	65.00
	10	BBA(Hons) Accountancy and Management Information Systems	18	5	5	28	17.9%	12.0		-	-	100.90
2012/13 (HKDSE)	1	College of Science and Engineering (Science)	161	1	33	195	16.9%		16.2	-	-	115.90
	2	College of Business (Bachelor of Business Administration)	612	62	96	770	12.5%		16.9	-	-	98.20
	3	School of Law (Bachelor of Laws)	31	13	6	50	12.0%		20.1	-	-	66.60
	4	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	112	5	15	132	11.4%		14.7	-	-	68.80
	5	School of Energy and Environment (Bachelor of Engineering / Bachelor of Science)	67	-	8	75	10.7%		16.0	-	-	118.10
	6	College of Science and Engineering (Engineering)	614	5	71	690	10.3%		15.5	-	-	120.50

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	7	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	55	43	437	9.8%		17.3	-	-	80.80
2013/14	1	College of Science and Engineering (Science)	149	41	42	232	18.1%		16.8	-	34.33	118.30
	2	College of Business (Bachelor of Business Administration)	531	164	137	832	16.5%		17.4	257.78	33.00	104.40
	3	School of Energy and Environment (Bachelor of Engineering in Energy Science and Engineering)	46	-	9	55	16.4%		16.4	-	-	120.30
	4	School of Law (Bachelor of Laws)	32	18	8	58	13.8%		20.4	-	*	69.40
	5	College of Science and Engineering (Engineering)	491	121	87	699	12.4%		16.1	244.00	*	124.50
	6	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	90	56	461	12.1%		17.7	*	34.00	83.10
	7	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	26	15	135	11.1%		15.8	-	*	48.30
2014/15 <sup>#</sup>	1	Bachelor of Engineering in Civil and Structural Engineering	-	-	2	2	100.0%		-	*	-	-
	2	Bachelor of Engineering in Mechatronic Engineering	-	5	4	9	44.4%		-	280.0	*	-
	3	Bachelor of Business Administration in Business Economics	-	7	5	12	41.7%		-	*	*	-
	4	Bachelor of Science in Applied Chemistry	-	5	3	8	37.5%		-	-	34.0	-
	5	Bachelor of Arts in English Studies	-	2	1	3	33.3%		-	-	*	-
	6	Bachelor of Social Sciences in Psychology	-	2	1	3	33.3%		-	-	-	-

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	7	Bachelor of Social Sciences in Public Policy, Management, and Politics / Bachelor of Social Sciences in Policy Studies and Administration	-	7	3	10	30.0%		-	-	*	-
	8	Bachelor of Business Administration in Banking and Financial Services	-	5	2	7	28.6%		-	*	*	-
	9	Bachelor of Science in Applied Biology	-	6	2	8	25.0%		-	*	-	-
	10	Bachelor of Engineering in Nuclear and Risk Engineering	-	3	1	4	25.0%		-	-	*	-

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Provisional figures.



**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : Hong Kong Baptist University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BSc - Statistics and Operations Research	7	3	10	20	50.0%	11.1		-	-	102
	2	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	16	3	8	27	29.6%	10.6		-	-	102
	3	Bachelor of Pharmacy in Chinese Medicine	9	1	4	14	28.6%	9.8		-	-	36
	4	BSocSc Communication - Cinema & TV	15	5	8	28	28.6%	11.3		-	-	73
	5	BSocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	10.0		-	-	63
	6	BSc - Physics	33	-	7	40	17.5%	8.5		-	-	75
	7	BSocSc Communication - Journalism	40	3	9	52	17.3%	14.5		-	-	79
	8	BBA - Finance	-	5	1	6	16.7%	-		-	-	-
	9	Bachelor of Chinese Medicine & BSc Biomedical Science	25	1	5	31	16.1%	11.2		-	-	55
	10	BSocSc Communication - Organizational Communication	21	-	4	25	16.0%	12.2		-	-	69
2011/12	1	BSc - Statistics and Operations Research	8	4	8	20	40.0%	10.3		-	-	103
	2	BSocSc Communication - Cinema & TV	16	5	7	28	25.0%	12.2		-	-	77
	3	BSc - Applied Biology	31	7	12	50	24.0%	10.2		-	-	84
	4	BSocSc Communication - Journalism	35	5	11	51	21.6%	15.2		-	*	94
	5	Bachelor of Pharmacy in Chinese Medicine	12	-	3	15	20.0%	9.3		-	-	94
	6	BSocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	11.0		-	-	60
	7	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	6	5	29	17.2%	9.9		-	-	90
	8	Bachelor of Chinese Medicine & BSc Biomedical Science	20	5	5	30	16.7%	13.0		-	-	92
	9	BSocSc Communication - Organizational Communication	21	-	4	25	16.0%	12.7		-	-	79

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	10	BA Translation	21	6	5	32	15.6%	11.7		-	-	65
2012/13 (HKAL)	1	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	13	2	13	28	46.4%	10.8		-	-	99
	2	BSc - Statistics and Operations Research	13	-	7	20	35.0%	9.8		-	-	108
	3	BSocSc Communication - Cinema & TV	21	-	7	28	25.0%	10.8		-	-	49
	4	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	8	34	23.5%	12.8		-	-	116
	5	BSc - Physics	30	1	8	39	20.5%	8.8		-	-	71
	6	BBA - Accounting	30	18	12	60	20.0%	12.0		-	-	107
	7	BSocSc Communication - Organizational Communication	21	-	5	26	19.2%	13.0		-	-	78
	8	BSocSc Communication - Journalism	38	5	10	53	18.9%	14.9		-	-	95
	9	BSocSc - European Studies	22	3	5	30	16.7%	12.9		-	-	78
	10	BSc - Applied Biology	35	6	8	49	16.3%	9.1		-	-	111
2012/13 (HKDSE)	1	Bachelor of Chinese Medicine & BSc Biomedical Science	24	-	10	34	29.4%		17.0	-	-	103
	2	BBA - Accounting	42	-	13	55	23.6%		15.9	-	-	136
	3	Bachelor of Science	194	-	51	245	20.8%		15.7	-	-	100
	4	BSocSc - European Studies	27	-	7	34	20.6%		15.8	-	-	65
	5	Bachelor of Pharmacy in Chinese Medicine	13	-	3	16	18.8%		15.1	-	-	51
	6	BSocSc Communication	136	-	31	167	18.6%		18.0	-	-	116
	7	Bachelor of Business Administration	201	-	31	232	13.4%		16.0	-	-	111
	8	Bachelor of Arts/Bachelor of Social Sciences	122	-	13	135	9.6%		17.1	-	-	82
	9	BA PE & Recreation Management	31	-	3	34	8.8%		16.1	-	-	88
	10	BA- English Language & Literature and BEd - English Language Teaching	32	-	3	35	8.6%		15.6	-	-	53
2013/14	1	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	9	35	25.7%		18.5	-	-	113
	2	BSocSc - European Studies	23	4	8	35	22.9%		17.6	-	-	67

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3	BBA - Accounting	29	15	13	57	22.8%		16.8	-	-	124
	4	Bachelor of Science	183	5	51	239	21.3%		16.4	-	-	102
	5	BSocSc Communication	135	2	32	169	18.9%		19.3	-	-	105
	6	Bachelor of Pharmacy in Chinese Medicine	14	-	3	17	17.6%		17.0	-	-	88
	7	Bachelor of Business Administration	158	37	34	229	14.8%		16.6	-	*	107
	8	Bachelor of Arts/Bachelor of Social Sciences	113	4	13	130	10.0%		17.2	-	-	80
	9	Bachelor of Arts	154	22	18	194	9.3%		17.9	-	-	74
	10	BSocSc China Studies	72	-	5	77	6.5%		17.2	-	-	69
2014/15 <sup>#</sup>	1	Bachelor of Chinese Medicine & BSc Biomedical Science	16	3	12	31	38.7%		19.4	-	*	96.6
	2	BBA - Accounting	41	4	17	62	27.4%		16.6	*	-	111.7
	3	BSocSc - European Studies	21	6	10	37	27.0%		17.5	-	-	66.6
	4	Bachelor of Science	180	4	55	239	23.0%		16.4	-	-	97.7
	5	BSocSc Communication	135	4	32	171	18.7%		19.1	-	-	115.1
	6	Bachelor of Business Administration	165	29	34	228	14.9%		16.6	-	-	107.3
	7	Bachelor of Arts/Bachelor of Social Sciences	100	20	15	135	11.1%		17.6	-	-	59.5
	8	BA - Visual Arts	49	3	5	57	8.8%		16.1	-	-	70.2
	9	Bachelor of Arts	165	13	17	195	8.7%		17.8	-	*	55.7
	10	Bachelor of Pharmacy in Chinese Medicine	13	-	1	14	7.1%		17.5	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced

Supplementary Level (AS) subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:

A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40

AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. Mainland students admitted to degree programmes in AY2010/11, 2011/12 and 2012/13 have completed one-year Foundation Programme at the University.
8. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : Lingnan University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	Bachelor of Business Administration (Hons)	167	13	25	205	12.2%	10.5		*	-	40.7
	2	Bachelor of Arts (Hons) Translation	49	1	6	56	10.7%	9.9		-	-	*
	3	Bachelor of Social Sciences (Hons)	119	9	15	143	10.5%	10.6		*	-	17.1
	4	Bachelor of Arts (Hons) Cultural Studies	22	8	1	31	3.2%	9.1		-	-	-
	5	Bachelor of Arts (Hons) Contemporary English Studies	28	2	1	31	3.2%	8.6		*	-	-
	6	Bachelor of Arts (Hons) Visual Studies	23	7	1	31	3.2%	9.6		-	-	*
2011/12	1	Bachelor of Business Administration (Hons)	158	18	23	199	11.6%	10.9		267	*	21.3
	2	Bachelor of Social Sciences (Hons)	115	11	8	134	6.0%	11.1		*	-	37
	3	Bachelor of Arts (Hons) Translation	50	1	3	54	5.6%	10.2		-	-	37
	4	Bachelor of Arts (Hons) Contemporary English Studies	26	4	1	31	3.2%	8.9		-	-	*
	5	Bachelor of Arts (Hons) History	23	7	1	31	3.2%	9.9		-	-	-
	6	Bachelor of Arts (Hons) Visual Studies	24	6	1	31	3.2%	9.9		-	-	-
	7	Bachelor of Arts (Hons) Chinese	51	2	1	54	1.9%	11.5		-	-	-
2012/13 (HKAL)	1	Bachelor of Business Administration (Hons)	150	22	7	179	3.9%	10.4		244	-	-
2012/13 (HKDSE)	1	Bachelor of Business Administration (Hons)	163	3	23	189	12.2%		15.8	-	-	40
	2	Bachelor of Social Sciences (Hons)	122	-	11	133	8.3%		16.3	-	-	46.3
	3	Bachelor of Arts (Hons)	240	-	15	255	5.9%		16.3	-	-	17.5
2013/14	1	Bachelor of Business Administration (Hons)	156	10	19	185	10.3%		16.6	260	-	41.9
	2	Bachelor of Social Sciences (Hons)	117	7	10	134	7.5%		16.7	*	*	26.4
	3	Bachelor of Arts (Hons)	236	5	14	255	5.5%		16.7	-	-	12.5
2014/15 <sup>#</sup>	1	Bachelor of Business Administration (Hons)	163	8	19	190	10.0%		16.4	*	-	63.9
	2	Bachelor of Social Sciences (Hons)	119	5	10	134	7.5%		16.5	*	-	20.1

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3	Bachelor of Arts (Hons)	244	5	12	261	4.6%		16.7	-	-	18.6

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	B.Sc. Risk Management Science	25	-	21	46	45.7%	18.7		-	-	104
	2	B.Eng. Systems Engineering & Eng. Management	62	1	23	86	26.7%	9.7		246.7	-	107
	3	B.B.A. Integrated BBA	221	22	86	329	26.1%	14.6		-	36.3	104
	4	B.Sc. Mathematics and Information Engineering	13	-	4	17	23.5%	19.3		-	-	91
	5	B.B.A. Professional Accountancy	102	5	32	139	23.0%	17.9		*	-	99
	6	B.S.Sc. Economics	76	-	22	98	22.4%	14.9		266.7	-	78
	7	B.S.Sc. Architectural Studies	24	18	11	53	20.8%	14.5		-	-	88
	8	B.Sc. Mathematics	47	1	12	60	20.0%	17.6		-	-	114
	9	B.Eng. Information Engineering	72	13	20	105	19.0%	9.4		-	-	111
	10	B.Sc. Statistics	43	1	8	52	15.4%	15.8		-	-	122
2011/12	1	B.Sc. Risk Management Science	20	-	27	47	57.4%	19.1		-	-	113
	2	B.Sc. Mathematics and Information Engineering	11	-	8	19	42.1%	18.5		-	-	106
	3	B.B.A. Integrated BBA	224	28	115	367	31.3%	14.8		255.6	35.5	94
	4	B.Eng. Systems Engineering & Eng. Management	59	9	21	89	23.6%	10.3		*	-	106
	5	B.S.Sc. Economics	80	1	25	106	23.6%	15.2		-	*	84
	6	B.Eng. Electronic Engineering	50	14	15	79	19.0%	10.2		*	-	117
	7	B.S.Sc. Architectural Studies	23	17	9	49	18.4%	16.6		-	*	*
	8	B.Sc. Mathematics	49	1	11	61	18.0%	18.3		-	-	116
	9	B.Sc. Statistics	43	-	9	52	17.3%	15.9		-	-	98
	10	B.Sc. Quantitative Finance	31	8	8	47	17.0%	19.3		*	-	157
2012/13 (HKAL)	1	B.A. Chinese Studies	1	3	9	13	69.2%	*		*	-	-
	2	B.Sc. Mathematics and Information Engineering	9	-	8	17	47.1%	18.7		*	-	120

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3	B.Sc. Risk Management Science	19	1	17	37	45.9%	18.7		-	-	125
	4	B.Sc.Quantitative Finance & Risk Management Science	8	4	10	22	45.5%	20.0		*	-	129
	5	B.B.A. Integrated BBA	187	33	93	313	29.7%	14.6		262.5	36.7	106
	6	B.Sc. Mathematics	51	-	20	71	28.2%	16.4		*	*	117
	7	B.S.Sc. Economics	73	2	26	101	25.7%	15.4		246.7	-	84
	8	B.Sc. Quantitative Finance	17	12	10	39	25.6%	18.7		*	*	113
	9	B.Eng. Systems Engineering & Eng. Management	39	27	20	86	23.3%	10.9		*	*	110
	10	B.B.A. in International Business and Chinese Enterprise	10	3	3	16	18.8%	19.5		-	-	113
2012/13 (HKDSE)	1	B.A. Chinese Studies	3	-	5	8	62.5%		15.3	-	*	-
	2	B.Sc. Global Economics & Finance	10	2	10	22	45.5%		22.0	253.3	-	-
	3	B.Sc.Quantitative Finance & Risk Management Science	9	2	2	13	15.4%		23.8	*	*	-
	4	Science (broad-based)	407	5	61	473	12.9%		18.4	*	*	131
	5	LL.B. Law	44	18	9	71	12.7%		22.6	-	-	100
	6	Engineering (broad-based)	484	5	67	556	12.1%		16.3	273.3	-	127
	7	B.B.A. Integrated BBA	233	19	33	285	11.6%		19.8	225	-	-
	8	B.S.Sc. Journalism & Communication	53	-	6	59	10.2%		21.4	*	-	-
	9	B.S.Sc. Architectural Studies	24	5	3	32	9.4%		20.1	*	-	-
	10	B.A. Philosophy	20	-	2	22	9.1%		18.4	-	-	-
2013/14	1	B.Sc. Cell & Molecular Biology	-	-	1	1	100.0%		-	-	-	-
	2	B.A. / B.S.Sc. Contemporary China Studies	3	3	26	32	81.3%		16.7	*	30.8	-
	3	B.B.A. Integrated BBA	201	39	137	377	36.3%		20.0	260	36.9	115
	4	B.Sc. Global Economics & Finance	18	4	9	31	29.0%		22.6	250	-	-
	5	B.B.A. Professional Accountancy	97	16	46	159	28.9%		20.6	*	*	124
	6	B.S.Sc. Architectural Studies	16	15	7	38	18.4%		22.3	*	*	-
	7	Science (broad-based)	236	36	61	333	18.3%		18.9	252	*	127
	8	Engineering (broad-based)	358	107	85	550	15.5%		16.6	256	*	131



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	9	B.Chi.Med. Chinese Medicine	19	8	3	30	10.0%		20.8	-	-	-
	10	B.S.Sc. Urban Studies	17	1	2	20	10.0%		20.0	*	*	-
2014/15 <sup>#</sup>	1	B.A. / B.S.Sc. Contemporary China Studies	5	6	40	51	78.4%		18.0	228.0	32.6	-
	2	B.B.A. Integrated BBA	198	41	116	355	32.7%		19.9	265.7	35.7	111.5
	3	B.B.A. Professional Accountancy	105	18	42	165	25.5%		20.5	*	-	106.8
	4	B.Sc. Statistics	13	-	3	16	18.8%		17.5	-	-	114.3
	5	Science (broad-based)	286	24	62	372	16.7%		18.5	*	-	136.6
	6	B.Sc. Global Economics & Finance	15	5	4	24	16.7%		22.1	-	-	-
	7	Engineering (broad-based)	350	103	90	543	16.6%		16.7	246.7	37.7	120.3
	8	B.B.A. Hotel and Tourism Management	59	8	12	79	15.2%		19.4	-	*	128.8
	9	B.A. Cultural Studies	14	-	2	16	12.5%		19.1	-	-	*
	10	B.Sc. Physics	21	-	3	24	12.5%		18.5	-	-	115.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-” denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0  
“-” denotes the students concerned are not HKDSE qualification holders. “\*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
2010/11	1	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	15	4	8	27	29.6%	10.5		-	-	12
	2	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	35	22	99	22.2%	8.6		-	-	28
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	39	5	8	52	15.4%	8.9		-	-	10
	4	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	2	2	20	10.0%	11.0		-	-	*
	5	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	9	36	2	47	4.3%	6.7		-	-	-
	6	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	223	46	10	279	3.6%	9.1		-	-	33
	7	Bachelor of Education (Honours) (Early Childhood Education) (Four-year Full-time)	85	24	3	112	2.7%	9.4		-	-	17
	8	Bachelor of Education (Honours) (Visual Arts) (Four-year Full-time)	17	22	1	40	2.5%	10.3		-	-	-
2011/12	1	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	-	4	20	20.0%	11.4		-	-	55
	2	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	45	-	10	55	18.2%	11.1		-	-	19
	3	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	75	34	23	132	17.4%	8.0		-	*	27

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
	4	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	148	19	14	181	7.7%	7.7		-	-	26
	5	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	117	10	3	130	2.3%	9.4		-	-	33
	6	Bachelor of Arts (Honours) in Creative Arts and Culture (Three-year Full-time)	48	14	1	63	1.6%	7.6		-	-	*
	7	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	68	9	1	78	1.3%	7.2		-	-	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (Secondary) (Four-year Full-time)	8	8	1	17	5.9%	8.6		*	-	-
	2	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	121	19	1	141	0.7%	9.7		-	-	-
2012/13 (HKDSE)	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) <sup>##</sup>	26	2	8	36	22.2%		16.0	-	-	23
	2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	100	-	22	122	18.0%		14.8	-	-	37
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	36	-	7	43	16.3%		14.8	-	-	49
	4	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	23	-	2	25	8.0%		14.0	-	-	*
	5	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	41	-	3	44	6.8%		14.2	-	-	43
	6	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	17	-	1	18	5.6%		15.9	-	-	*
	7	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	160	-	9	169	5.3%		15.3	-	-	65

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
	8	Bachelor of Education (Honours) (Music) (Five-year Full-time)	43	-	2	45	4.4%		14.0	-	-	*
	9	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	45	-	1	46	2.2%		15.2	-	-	*
	10	Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	47	-	1	48	2.1%		13.8	-	-	-
2013/14	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) <sup>##</sup>	14	5	17	36	47.2%		16.9	-	-	20
	2	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	24	-	7	31	22.6%		16.4	*	-	30
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	26	6	8	40	20.0%		16.0	*	-	38
	4	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	13	21	124	16.9%		15.6	-	-	45
	5	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	14	16	4	34	11.8%		16.0	-	-	31
	6	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	106	29	17	152	11.2%		16.3	-	-	39
	7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	15	2	2	19	10.5%		15.1	-	-	*
	8	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	10	2	1	13	7.7%		16.3	-	-	*
	9	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	28	8	2	38	5.3%		16.3	-	-	-
	10	Bachelor of Education (Honours) (Music) (Five-year Full-time)	14	23	1	38	2.6%		16.1	-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
2014/15 <sup>#</sup>	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	21	1	14	36	38.9%		16.3	-	-	36.1
	2	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	14	4	5	23	21.7%		15.1	-	-	57.4
	3	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	21	1	5	27	18.5%		16.7	-	*	45.7
	4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	27	6	7	40	17.5%		16.2	-	-	47.3
	5	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	78	13	19	110	17.3%		15.6	-	-	37.9
	6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	30	8	6	44	13.6%		16.7	-	-	36.3
	7	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	128	18	17	163	10.4%		16.1	-	-	44.7
	8	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	12	-	1	13	7.7%		16.9	-	-	*
	9	Bachelor of Education (Honours) (Music) (Five-year Full-time)	16	22	2	40	5.0%		16.1	-	-	*
	10	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	129	9	6	144	4.2%		16.1	-	-	45.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0

3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. Different provinces / cities have different First Admission Line cut-off points and have different maximum points for Science Stream Students and Arts Stream Students. In this regard, the average of JEE scores does not reflect the quality of non-local student. The Institute accepted all JEE students who have passed the First Admission line in their provinces/cities.
8. ## The maximum intake of the programme is 40 while in general, the maximum intake for local students is 20 according to UGC allocation while the remaining places can be used to accept non-local students. Due to the reporting date, some local students may withdraw from the programme. Nevertheless, the quota of local and non-local students are completely separated and hence the admission of non-local students would not affect the admission chance of local students.
9. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA (Hons) Accounting & Finance	40	7	40	87	46.0%	15.6		*	-	115
	2	BBA (Hons) Management	31	7	12	50	24.0%	14.0		-	*	71.8
	3	BBA (Hons) Financial Services	29	8	11	48	22.9%	13.4		-	-	101.1
	4	BSc (Hons) Enterprise Engineering with Management	19	5	7	31	22.6%	10.6		-	-	74.6
	5	BSc (Hons) Investment Science	26	-	7	33	21.2%	11.3		-	-	100.4
	6	BENG (Hons) Electrical Engineering	26	8	8	42	19.0%	10.1		-	-	108.9
	7	BSc (Hons) Hotel Management	46	4	11	61	18.0%	12.1		-	33.7	118.7
	8	BSc (Hons) Internet & Multimedia Technology	23	9	7	39	17.9%	8.4		-	-	98.3
	9	BENG (Hons) Electronic & Information Engineering	23	19	9	51	17.6%	8.1		-	-	101.8
	10	BBA/BSc (Hons) Scheme in Logistics	90	23	23	136	16.9%	11.3		-	-	95.4
2011/12	1	BBA (Hons) Accounting & Finance	38	9	62	109	56.9%	14.0		-	*	99.6
	2	BBA (Hons) Financial Services	31	7	13	51	25.5%	13.7		-	-	103
	3	BSc (Hons) Computing & BBA (Hons) Management (Double Degree Programme)	20	5	8	33	24.2%	10.8		-	-	100.8
	4	BENG (Hons) Industrial & Systems Engineering	15	6	6	27	22.2%	8.7		-	-	118.7
	5	BBA (Hons) Management	30	10	10	50	20.0%	13.8		-	-	84.2
	6	BSc (Hons) Enterprise Engineering with Management	22	6	7	35	20.0%	10.7		-	-	101.8
	7	BSc (Hons) Hotel Management	45	8	13	66	19.7%	12.8		-	35.8	88.7
	8	BENG (Hons) Mechanical Engineering	24	9	7	40	17.5%	10.3		-	-	112.5
	9	BSc (Hons) Investment Science	25	-	5	30	16.7%	11.0		*	-	94.3
	10	BSc (Hons) Food Safety & Technology	30	1	5	36	13.9%	12.0		-	-	88.4



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2012/13 (HKAL)	1	BBA (Hons) Accounting & Finance	41	5	50	96	52.1%	14.4		*	33.3	119.6
	2	BENG (Hons) Electronic & Information Engineering	24	16	20	60	33.3%	8.6		-	-	127.4
	3	BBA (Hons) Financial Services	20	18	19	57	33.3%	12.6		-	-	108.4
	4	BBA (Hons) Management	20	20	14	54	25.9%	12.2		-	*	120.2
	5	BSc (Hons) Hotel Management	54	8	21	83	25.3%	13.1		*	*	122.7
	6	BENG (Hons) Mechanical Engineering	24	8	10	42	23.8%	9.5		*	-	130.2
	7	BSc (Hons) Computing & BBA (Hons) Management (Double Degree Programme)	20	4	7	31	22.6%	10.0		-	-	136.8
	8	BSc (Hons) Biomedical Engineering	20	5	6	31	19.4%	10.8		-	-	120.3
	9	BENG (Hons) Industrial & Systems Engineering	14	7	5	26	19.2%	9.2		-	-	125.8
	10	BSc (HONS) Applied Biology with Biotechnology	29	2	7	38	18.4%	10.0		-	*	130.3
2012/13 (HKDSE)	1	BBA (Hons) Accounting and Finance	39	-	51	90	56.7%		16.3	-	-	135.9
	2	BBA (Hons) Financial Services	27	-	23	50	46.0%		15.8	-	-	122.3
	3	BSc (Hons) Investment Science	18	-	10	28	35.7%		16.0	-	-	121.2
	4	BENG (Hons) Electronic & Information Engineering	31	-	13	44	29.5%		15.2	-	-	128.1
	5	BSc (HONS) Applied Biology with Biotechnology	23	1	9	33	27.3%		16.8	-	*	145.9
	6	BSc (Hons) Biomedical Engineering	22	-	8	30	26.7%		16.2	-	-	116.1
	7	BBA (Hons) Accountancy	99	-	35	134	26.1%		17.4	-	-	123.6
	8	BSc (Hons) Environment & Sustainable Development	22	-	6	28	21.4%		16.2	-	-	104.9
	9	BBA (Hons) Management	27	-	7	34	20.6%		15.6	-	-	116.4
	10	BBA (Hons) International Shipping and Transport Logistics	28	-	7	35	20.0%		15.9	-	-	117.7
2013/14	1	BBA (HONS) ACCOUNTING AND FINANCE	33	5	44	82	53.7%		17.8	*	*	135.7
	2	BBA (HONS) FINANCIAL SERVICES	26	3	25	54	46.3%		16.5	-	*	121.1
	3	BENG (HONS) ELECTRONIC &	28	6	16	50	32.0%		15.3	-	-	122.3

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non- JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
		INFORMATION ENG										
	4	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	27	6	15	48	31.3%		16.3	*	*	107.4
	5	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	22	1	10	33	30.3%		16.7	-	-	108.3
	6	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	19	4	10	33	30.3%		16.3	-	-	130.0
	7	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	8	36	122	29.5%		17.2	-	*	113.4
	8	BSc (HONS) ENGINEERING PHYSICS	22	1	9	32	28.1%		15.8	-	-	114.4
	9	BENG (HONS) MECHANICAL ENGINEERING	27	10	14	51	27.5%		15.1	*	*	113.3
	10	BBA (HONS) MANAGEMENT	33	14	17	64	26.6%		17.5	-	*	99.8
2014/15 <sup>#</sup>	1	BBA (HONS) ACCOUNTING AND FINANCE	32	7	44	83	53.0%		17.8	*	-	131.4
	2	BEng (HONS) ELECTRONIC & INFORMATION ENG	29	6	31	66	47.0%		15.4	-	-	114.6
	3	BBA (HONS) FINANCIAL SERVICES	27	2	25	54	46.3%		16.7	-	-	120.2
	4	BBA (HONS) MANAGEMENT	31	17	27	75	36.0%		16.8	*	*	119.6
	5	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	22	3	13	38	34.2%		17.4	-	-	99.6
	6	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	23	5	14	42	33.3%		16.9	-	-	110.8
	7	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	22	4	13	39	33.3%		16.6	*	-	100.9
	8	BEng (HONS) MECHANICAL ENGINEERING	27	9	16	52	30.8%		15.9	*	*	123.0
	9	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	72	10	36	118	30.5%		17.3	*	34.3	109.4
	10	BBA (HONS) ACCOUNTANCY	92	17	47	156	30.1%		17.7	-	30.0	113.3

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
2. The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
 AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
 AS : A=5, B=4, C=3, D=2, E=1, other grades=0
3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
 5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
 A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
 “-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
 “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores.
7. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non- JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	School of Engineering	479	142	123	744	16.5%	10.0		239.0	37.5	102.4
	2	School of Business and Management	518	111	91	720	12.6%	13.8		260.0	36.1	118.7
	3	School of Science	403	26	53	482	11.0%	11.9		-	*	97.5
	4	Interdisciplinary Programs	66	17	5	88	5.7%	16.0		-	*	*
2011/12	1	Interdisciplinary Programs	65	35	19	119	16.0%	16.3		*	39.3	92.0
	2	School of Engineering	476	132	111	719	15.4%	10.7		276.0	36.9	83.7
	3	School of Science	416	24	79	519	15.2%	11.9		260.0	38.8	96.9
	4	School of Business and Management	540	130	106	776	13.7%	14.3		270.0	36.4	117.4
	5	School of Humanities and Social Science	30	1	4	35	11.4%	11.7		-	*	-
2012/13 (HKAL)	1	School of Science	407	23	82	512	16.0%	11.3		*	38.7	111.9
	2	School of Business and Management	554	95	123	772	15.9%	13.7		272.0	37.0	108.8
	3	School of Engineering	455	99	102	656	15.5%	10.7		273.0	38.9	153.1
	4	Interdisciplinary Programs	94	6	18	118	15.3%	16.1		-	40.5	*
	5	School of Humanities and Social Science	38	3	6	47	12.8%	10.2		-	-	*
2012/13 (HKDSE)	1	School of Engineering	647	10	88	745	11.8%		16.5	N/A	N/A	136.8
	2	School of Business and Management	648	20	87	755	11.5%		18.6	N/A	N/A	135.9
	3	School of Science	455	8	57	520	11.0%		16.5	N/A	N/A	113.4
	4	School of Humanities and Social Science	46	2	4	52	7.7%		17.7	N/A	N/A	*
2013/14	1	School of Humanities and Social Science	46	3	13	62	21.0%		18.3	-	36.3	79.8
	2	School of Engineering	566	37	138	741	18.6%		17.2	280.0	37.7	124.0
	3	School of Science	418	21	93	532	17.5%		17.1	264.0	38.4	115.1
	4	School of Business and Management	607	86	134	827	16.2%		19.0	*	39.3	118.2
2014/15 <sup>#</sup>	1	BEng (School of Engineering)	570	31	139	740	18.8%		17.0	280.0	38.3	133.5
	2	BBA (School of Business and Management)	599	85	141	825	17.1%		18.6	*	38.7	117.5

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3	BSc (School of Science)	388	31	84	503	16.7%		17.1	275.0	39.4	132.6
	4	BSc Global China Studies: Humanities and Social Science	44	2	8	54	14.8%		17.9	-	*	90.5

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.
- The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
- In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as “N/A”.
- The 2012/13 Mainland JEE students were admitted directly to Year-1 of the 4-year (HKDSE) programs. The Mainland JEE students joining Year-1 of the 3-year (HKAL) programs were admitted to the Preparation Year in the 2011/12 Entry based on their 2011 Mainland JEE results.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted, 2010/11 to 2014/15**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non- JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	Bachelor of Journalism	12	6	12	30	40.0%	15.5		^	^	81.6
	2	Bachelor of Business Administration / Bachelor of Economics and Finance	223	93	207	523	39.6%	16.9		^	^	97.75
	3	Bachelor of Science in Actuarial Science	37	2	16	55	29.1%	20.0		^	^	126.5
	4	Bachelor of Arts in Architectural Studies	36	15	17	68	25.0%	15.4		^	^	136
	5	Bachelor of Business Administration in International Business and Global Management	15	6	7	28	25.0%	20.0		^	^	*
	6	Bachelor of Engineering	275	90	67	432	15.5%	12.8		^	^	104.58
	7	Bachelor of Science in Exercise and Health	-	12	2	14	14.3%	-		^	^	-
	8	Bachelor of Dental Surgery	33	14	7	54	13.0%	18.5		^	^	-
	9	Bachelor of Science	319	34	49	402	12.2%	16.0		^	^	96.26
	10	Bachelor of Social Sciences	112	42	21	175	12.0%	16.8		^	^	76.73
2011/12	1	Bachelor of Business Administration / Bachelor of Economics and Finance	233	106	202	541	37.3%	16.8		^	^	99.8
	2	Bachelor of Journalism	8	10	8	26	30.8%	15.8		^	^	*
	3	Bachelor of Science in Actuarial Science	43	2	19	64	29.7%	20.0		^	^	109.12
	4	Bachelor of Engineering	232	81	118	431	27.4%	13.7		^	^	100.21
	5	Bachelor of Arts in Landscape Studies	6	5	4	15	26.7%	14.0		^	^	107.33
	6	Bachelor of Social Sciences	95	38	44	177	24.9%	17.0		^	^	84.59
	7	Bachelor of Arts in Architectural Studies	30	19	12	61	19.7%	15.7		^	^	111.6
	8	Bachelor of Science in Quantitative Finance	16	1	4	21	19.0%	19.5		^	^	*
	9	Bachelor of Arts and Bachelor of Education in Language Education	18	4	3	25	12.0%	12.7		^	^	72.33
	10	Bachelor of Science	311	59	42	412	10.2%	15.8		^	^	106.7

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non- JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2012/13 (HKAL)	1	Bachelor of Business Administration / Bachelor of Economics and Finance	216	106	222	544	40.8%	15.7		260	39.5	103.59
	2	Bachelor of Journalism	7	7	9	23	39.1%	14.3		*	*	134.67
	3	Bachelor of Science in Actuarial Science	24	5	18	47	38.3%	20.0		-	*	130.19
	4	Bachelor of Arts in Architectural Studies	24	23	19	66	28.8%	15.8		240	34.5	119
	5	Bachelor of Engineering	277	18	113	408	27.7%	13.5		280	37	120.73
	6	Bachelor of Social Sciences	99	38	43	180	23.9%	16.6		240	38	99.96
	7	Bachelor of Business Administration (Information Systems)	14	1	4	19	21.1%	14.8		*	-	*
	8	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	11	5	25	20.0%	13.8		*	-	84.33
	9	Bachelor of Arts in Literary Studies and Bachelor of Laws	7	1	2	10	20.0%	18.3		-	-	*
	10	Bachelor of Science	292	62	62	416	14.9%	14.8		280	38.5	117.45
2012/13 (HKDSE)	1	Bachelor of Engineering (Engineering Science)	5	2	18	25	72.0%		20.0	260	*	126.14
	2	Bachelor of Journalism	13	3	12	28	42.9%		20.5	*	*	*
	3	Bachelor of Business Administration / Bachelor of Economics and Finance	292	65	204	561	36.4%		20.5	-	*	112.05
	4	Bachelor of Science in Quantitative Finance	21	1	11	33	33.3%		22.1	*	-	163.33
	5	Bachelor of Science in Actuarial Science	45	-	22	67	32.8%		22.7	-	-	136.05
	6	Bachelor of Arts in Conservation Studies	12	-	4	16	25.0%		17.9	*	*	-
	7	Bachelor of Arts in Architectural Studies	31	20	16	67	23.9%		21.8	-	-	114.18
	8	Bachelor of Social Sciences	98	54	41	193	21.2%		20.9	240	38	87.1
	9	Bachelor of Engineering	205	156	85	446	19.1%		18.2	250	38	120.85
	10	Bachelor of Science	330	32	79	441	17.9%		18.7	280	37	125.46
2013/14	1	Bachelor of Engineering (Engineering Science)	7	-	6	13	46.2%		18.7	*	-	130.67
	2	Bachelor of Journalism	15	4	12	31	38.7%		20.4	-	36	116.5
	3	Bachelor of Business Administration /	275	83	222	580	38.3%		20.4	270	39.5	114.45

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non- JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
		Bachelor of Economics and Finance										
	4	Bachelor of Science in Actuarial Science	52	6	25	83	30.1%		22.3	-	44	136.5
	5	Bachelor of Education & Bachelor of Social Sciences	12	2	5	19	26.3%		19.0	-	*	*
	6	Bachelor of Social Sciences	116	42	47	205	22.9%		21.1	260	36	83.21
	7	Bachelor of Arts in Architectural Studies	31	13	13	57	22.8%		21.7	-	-	131.2
	8	Bachelor of Engineering	255	115	79	449	17.6%		18.8	280	*	117.58
	9	Bachelor of Science in Quantitative Finance	19	1	4	24	16.7%		22.0	*	*	*
	10	Bachelor of Arts in Landscape Studies	10	5	3	18	16.7%		20.2	-	-	109
2014/15 <sup>#</sup>	1	Bachelor of Engineering (Engineering Science)	4	1	4	9	44.4%		19.5	*	-	147.3
	2	Bachelor of Business Administration / Bachelor of Economics and Finance	276	72	228	576	39.6%		20.2	270.0	38.9	107.5
	3	Bachelor of Journalism	12	11	11	34	32.4%		20.7	*	35.4	*
	4	Bachelor of Social Sciences	129	52	65	246	26.4%		20.9	266.7	37.4	100.3
	5	Bachelor of Science in Actuarial Science	54	10	21	85	24.7%		21.9	280.0	-	143.9
	6	Bachelor of Arts in Architectural Studies	32	18	16	66	24.2%		21.7	-	*	119.4
	7	Bachelor of Arts in Landscape Studies	14	3	5	22	22.7%		20.6	-	*	119.7
	8	Bachelor of Education & Bachelor of Social Sciences	9	3	3	15	20.0%		19.4	-	*	-
	9	Bachelor of Science in Quantitative Finance	19	2	5	26	19.2%		21.9	-	*	*
	10	Bachelor of Engineering	317	125	98	540	18.1%		18.4	273.3	*	132.1

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0



4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.
8. # Provisional figures.

## UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15

Institution : City University of Hong Kong

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA(Hons) Accountancy	83	27	21	131	16.0%	13.4		*	-	77.70
	2	BSc(Hons) Computing Mathematics	21	6	19	46	41.3%	10.7		-	-	99.00
	3	BEng(Hons) Information Engineering	64	11	18	93	19.4%	8.5		*	-	97.00
	4	BBA(Hons) Finance	64	6	17	87	19.5%	13.5		-	-	80.30
	5	BBA(Hons) Marketing	29	33	13	75	17.3%	16.2		*	-	90.20
	6	BBA(Hons) Business Economics	34	9	12	55	21.8%	13.4		*	*	*
	7	BEng(Hons) Electronic and Communication Engineering	87	3	12	102	11.8%	8.5		-	-	96.40
	8	BSc(Hons) Computer Science	78	20	12	110	10.9%	10.3		-	-	89.50
	9	BA(Hons) Media and Communication	11	8	11	30	36.7%	11.8		-	*	64.40
	10	BA(Hons) Creative Media	34	13	10	57	17.5%	11.6		-	-	78.50
2011/12	1	BBA(Hons) Accountancy	84	23	28	135	20.7%	14.3		*	-	81.80
	2	BEng(Hons) Electronic and Communication Engineering	83	9	26	118	22.0%	8.8		-	*	98.70
	3	BSc(Hons) Computing Mathematics	17	6	19	42	45.2%	10.5		-	-	97.00
	4	BBA(Hons) Finance	55	16	19	90	21.1%	14.2		-	-	85.92
	5	BEng(Hons) Information Engineering	77	9	17	103	16.5%	8.6		-	-	108.40
	6	BA(Hons) Media and Communication	16	2	16	34	47.1%	12.3		-	*	60.80
	7	BBA(Hons) Quantitative Finance and Risk Management	25	5	13	43	30.2%	14.0		233.33	*	117.60
	8	BA(Hons) Creative Media	42	9	10	61	16.4%	12.0		-	-	58.60
	9	BA(Hons) Translation and Interpretation	17	6	9	32	28.1%	11.3		-	-	70.80

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	10	BBA(Hons) Business Economics	37	5	9	51	17.6%	13.4		*	*	93.40
2012/13 (HKAL)	1	BBA(Hons) Accountancy	81	23	28	132	21.2%	13.2		*	*	82.20
	2	BBA(Hons) Finance	54	14	21	89	23.6%	13.9		*	31.67	95.90
	3	BSc(Hons) Computing Mathematics	16	7	19	42	45.2%	10.3		-	-	119.90
	4	BSc(Hons) Computer Science	73	18	19	110	17.3%	10.5		-	-	105.80
	5	BA(Hons) Media and Communication	14	5	14	33	42.4%	12.4		-	-	71.20
	6	BA(Hons) Creative Media	36	10	13	59	22.0%	12.9		-	-	80.50
	7	BEng(Hons) Electronic and Communication Engineering	77	9	13	99	13.1%	8.4		-	-	119.30
	8	BEng(Hons) Information Engineering	79	11	12	102	11.8%	8.8		-	-	107.00
	9	BBA(Hons) Quantitative Finance and Risk Management	25	4	9	38	23.7%	12.9		*	-	101.10
	10	BBA(Hons) Marketing	27	30	9	66	13.6%	15.6		-	-	123.20
2012/13 (HKDSE)	1	College of Business (Bachelor of Business Administration)	612	62	96	770	12.5%		16.9	-	-	98.20
	2	College of Science and Engineering (Engineering)	614	5	71	690	10.3%		15.5	-	-	120.50
	3	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	55	43	437	9.8%		17.3	-	-	80.80
	4	College of Science and Engineering (Science)	161	1	33	195	16.9%		16.2	-	-	115.90
	5	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	112	5	15	132	11.4%		14.7	-	-	68.80
	6	School of Energy and Environment (Bachelor of Engineering / Bachelor of Science)	67	-	8	75	10.7%		16.0	-	-	118.10
	7	School of Law (Bachelor of Laws)	31	13	6	50	12.0%		20.1	-	-	66.60

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2013/14	1	College of Business (Bachelor of Business Administration)	531	164	137	832	16.5%		17.4	257.78	33.00	104.40
	2	College of Science and Engineering (Engineering)	491	121	87	699	12.4%		16.1	244.00	*	124.50
	3	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	90	56	461	12.1%		17.7	*	34.00	83.10
	4	College of Science and Engineering (Science)	149	41	42	232	18.1%		16.8	-	34.33	118.30
	5	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	26	15	135	11.1%		15.8	-	*	48.30
	6	School of Energy and Environment (Bachelor of Engineering in Energy Science and Engineering)	46	-	9	55	16.4%		16.4	-	-	120.30
	7	School of Law (Bachelor of Laws)	32	18	8	58	13.8%		20.4	-	*	69.40
2014/15 <sup>#</sup>	1	College of Business (Bachelor of Business Administration)	520	45	117	682	17.2%		17.3	*	31.3	102.3
	2	College of Science and Engineering (Engineering)	484	22	78	584	13.4%		16.3	260.0	-	122.1
	3	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	320	46	42	408	10.3%		17.5	*	*	90.0
	4	College of Science and Engineering (Science)	155	4	37	196	18.9%		16.7	-	31.7	115.4
	5	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	88	7	21	116	18.1%		15.6	-	33.3	66.3
	6	School of Energy and Environment (Bachelor of Engineering - Energy Science and Engineering)	39	2	8	49	16.3%		16.2	*	-	103.0
	7	School of Law (Bachelor of Laws)	33	14	7	54	13.0%		20.5	-	-	74.6
	8	Bachelor of Business Administration in	-	7	5	12	41.7%		-	*	*	-

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
		Business Economics										
	9	Bachelor of Business Administration in Finance	-	17	5	22	22.7%		-	-	-	-
	10	Bachelor of Engineering in Mechatronic Engineering	-	5	4	9	44.4%		-	280.0	*	-

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15**

**Institution : Hong Kong Baptist University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local studentd via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA	192	-	24	216	11.1%	11.2		-	-	64
	2	BSc - Statistics and Operations Research	7	3	10	20	50.0%	11.1		-	-	102
	3	BSocSc Communication - Journalism	40	3	9	52	17.3%	14.5		-	-	79
	4	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	16	3	8	27	29.6%	10.6		-	-	102
	5	BSocSc Communication - Cinema & TV	15	5	8	28	28.6%	11.3		-	-	73
	6	BSc - Physics	33	-	7	40	17.5%	8.5		-	-	75
	7	BSc - Applied Biology	37	7	7	51	13.7%	9.6		-	-	74
	8	BSocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	10.0		-	-	63
	9	BSc Computing Studies (Information Systems)	26	6	6	38	15.8%	9.5		-	-	78
	10	BBA - Accounting	52	3	6	61	9.8%	11.5		-	-	113
2011/12	1	BBA	173	39	28	240	11.7%	12.1		-	-	109
	2	BSc - Applied Biology	31	7	12	50	24.0%	10.2		-	-	84
	3	BSocSc Communication - Journalism	35	5	11	51	21.6%	15.2		-	*	94
	4	BBA - Accounting	42	8	9	59	15.3%	12.0		-	-	96
	5	BSc - Statistics and Operations Research	8	4	8	20	40.0%	10.3		-	-	103
	6	BSocSc Communication - Cinema & TV	16	5	7	28	25.0%	12.2		-	-	77
	7	BSocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	11.0		-	-	60
	8	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	6	5	29	17.2%	9.9		-	-	90
	9	Bachelor of Chinese Medicine & BSc Biomedical Science	20	5	5	30	16.7%	13.0		-	-	92
	10	BA Translation	21	6	5	32	15.6%	11.7		-	-	65

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local studentd via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2012/13	1	BBA	147	66	24	237	10.1%	12.4		-	-	100
(HKAL)	2	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	13	2	13	28	46.4%	10.8		-	-	99
	3	BBA - Accounting	30	18	12	60	20.0%	12.0		-	-	107
	4	BSocSc Communication - Journalism	38	5	10	53	18.9%	14.9		-	-	95
	5	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	8	34	23.5%	12.8		-	-	116
	6	BSc - Physics	30	1	8	39	20.5%	8.8		-	-	71
	7	BSc - Applied Biology	35	6	8	49	16.3%	9.1		-	-	111
	8	BSc - Chemistry	33	8	8	49	16.3%	10.5		-	-	96
	9	BSc - Statistics and Operations Research	13	-	7	20	35.0%	9.8		-	-	108
	10	BSocSc Communication - Cinema & TV	21	-	7	28	25.0%	10.8		-	-	49
	2012/13 (HKDSE)	1	Bachelor of Science	194	-	51	245	20.8%		15.7	-	-
2		BSocSc Communication	136	-	31	167	18.6%		18.0	-	-	116
3		Bachelor of Business Administration	201	-	31	232	13.4%		16.0	-	-	111
4		Bachelor of Arts	182	-	16	198	8.1%		17.6	-	-	85
5		Bachelor of Arts/Bachelor of Social Sciences	122	-	13	135	9.6%		17.1	-	-	82
6		BBA - Accounting	42	-	13	55	23.6%		15.9	-	-	136
7		Bachelor of Chinese Medicine & BSc Biomedical Science	24	-	10	34	29.4%		17.0	-	-	103
8		BSocSc - European Studies	27	-	7	34	20.6%		15.8	-	-	65
9		BSocSc China Studies	86	-	5	91	5.5%		16.0	-	-	77
10		BA - Visual Arts	50	-	4	54	7.4%		15.2	-	-	53
2013/14	1	Bachelor of Science	183	5	51	239	21.3%		16.4	-	-	102
	2	Bachelor of Business Administration	158	37	34	229	14.8%		16.6	-	*	107
	3	BSocSc Communication	135	2	32	169	18.9%		19.3	-	-	105
	4	Bachelor of Arts	154	22	18	194	9.3%		17.9	-	-	74
	5	BBA - Accounting	29	15	13	57	22.8%		16.8	-	-	124

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local studentd via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	6	Bachelor of Arts/Bachelor of Social Sciences	113	4	13	130	10.0%		17.2	-	-	80
	7	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	9	35	25.7%		18.5	-	-	113
	8	BSocSc - European Studies	23	4	8	35	22.9%		17.6	-	-	67
	9	BSocSc China Studies	72	-	5	77	6.5%		17.2	-	-	69
	10	Bachelor of Pharmacy in Chinese Medicine	14	-	3	17	17.6%		17.0	-	-	88
	2014/15 <sup>#</sup>	1	Bachelor of Science	180	4	55	239	23.0%		16.4	-	-
	2	Bachelor of Business Administration	165	29	34	228	14.9%		16.6	-	-	107.3
	3	BSocSc Communication	135	4	32	171	18.7%		19.1	-	-	115.1
	4	BBA - Accounting	41	4	17	62	27.4%		16.6	*	-	111.7
	5	Bachelor of Arts	165	13	17	195	8.7%		17.8	-	*	55.7
	6	Bachelor of Arts/Bachelor of Social Sciences	100	20	15	135	11.1%		17.6	-	-	59.5
	7	Bachelor of Chinese Medicine & BSc Biomedical Science	16	3	12	31	38.7%		19.4	-	*	96.6
	8	BSocSc - European Studies	21	6	10	37	27.0%		17.5	-	-	66.6
	9	BA - Visual Arts	49	3	5	57	8.8%		16.1	-	-	70.2
	10	BSocSc China Studies	61	6	5	72	6.9%		16.8	-	-	39.2

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40



AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores.
7. Mainland students admitted to degree programmes in AY2010/11, 2011/12 and 2012/13 have completed one-year Foundation Programme at the University.
8. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15**

**Institution : Lingnan University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	Bachelor of Business Administration (Hons)	167	13	25	205	12.2%	10.5		*	-	40.7
	2	Bachelor of Social Sciences (Hons)	119	9	15	143	10.5%	10.6		*	-	17.1
	3	Bachelor of Arts (Hons) Translation	49	1	6	56	10.7%	9.9		-	-	*
	4	Bachelor of Arts (Hons) Cultural Studies	22	8	1	31	3.2%	9.1		-	-	-
	5	Bachelor of Arts (Hons) Visual Studies	23	7	1	31	3.2%	9.6		-	-	*
	6	Bachelor of Arts (Hons) Contemporary English Studies	28	2	1	31	3.2%	8.6		*	-	-
2011/12	1	Bachelor of Business Administration (Hons)	158	18	23	199	11.6%	10.9		267	*	21.3
	2	Bachelor of Social Sciences (Hons)	115	11	8	134	6.0%	11.1		*	-	37
	3	Bachelor of Arts (Hons) Translation	50	1	3	54	5.6%	10.2		-	-	37
	4	Bachelor of Arts (Hons) Contemporary English Studies	26	4	1	31	3.2%	8.9		-	-	*
	5	Bachelor of Arts (Hons) History	23	7	1	31	3.2%	9.9		-	-	-
	6	Bachelor of Arts (Hons) Visual Studies	24	6	1	31	3.2%	9.9		-	-	-
	7	Bachelor of Arts (Hons) Chinese	51	2	1	54	1.9%	11.5		-	-	-
2012/13 (HKAL)	1	Bachelor of Business Administration (Hons)	150	22	7	179	3.9%	10.4		244	-	-
2012/13 (HKDSE)	1	Bachelor of Business Administration (Hons)	163	3	23	189	12.2%		15.8	-	-	40
	2	Bachelor of Arts (Hons)	240	-	15	255	5.9%		16.3	-	-	17.5
	3	Bachelor of Social Sciences (Hons)	122	-	11	133	8.3%		16.3	-	-	46.3
2013/14	1	Bachelor of Business Administration (Hons)	156	10	19	185	10.3%		16.6	260	-	41.9
	2	Bachelor of Arts (Hons)	236	5	14	255	5.5%		16.7	-	-	12.5
	3	Bachelor of Social Sciences (Hons)	117	7	10	134	7.5%		16.7	*	*	26.4
2014/15 <sup>#</sup>	1	Bachelor of Business Administration (Hons)	163	8	19	190	10.0%		16.4	*	-	63.9

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	2	Bachelor of Arts (Hons)	244	5	12	261	4.6%		16.7	-	-	18.6
	3	Bachelor of Social Sciences (Hons)	119	5	10	134	7.5%		16.5	*	-	20.1

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	B.B.A. Integrated BBA	221	22	86	329	26.1%	14.6		-	36.3	104
	2	B.B.A. Professional Accountancy	102	5	32	139	23.0%	17.9		*	-	99
	3	B.Eng. Systems Engineering & Eng. Management	62	1	23	86	26.7%	9.7		246.7	-	107
	4	B.S.Sc. Economics	76	-	22	98	22.4%	14.9		266.7	-	78
	5	B.Sc. Risk Management Science	25	-	21	46	45.7%	18.7		-	-	104
	6	B.Eng. Information Engineering	72	13	20	105	19.0%	9.4		-	-	111
	7	B.Sc. Mathematics	47	1	12	60	20.0%	17.6		-	-	114
	8	B.S.Sc. Architectural Studies	24	18	11	53	20.8%	14.5		-	-	88
	9	B.Sc.Life Sciences	158	33	11	202	5.4%	13.5		233.3	*	120
	10	B.S.Sc. Psychology	51	14	9	74	12.2%	17.1		*	*	95
2011/12	1	B.B.A. Integrated BBA	224	28	115	367	31.3%	14.8		255.6	35.5	94
	2	B.Sc. Risk Management Science	20	-	27	47	57.4%	19.1		-	-	113
	3	B.S.Sc. Economics	80	1	25	106	23.6%	15.2		-	*	84
	4	B.Eng. Systems Engineering & Eng. Management	59	9	21	89	23.6%	10.3		*	-	106
	5	B.B.A. Professional Accountancy	117	3	21	141	14.9%	17.1		*	-	112
	6	B.Sc.Life Sciences	157	42	20	219	9.1%	13.7		230	*	186
	7	B.Eng. Electronic Engineering	50	14	15	79	19.0%	10.2		*	-	117
	8	B.Eng. Information Engineering	62	10	12	84	14.3%	9.1		*	-	112
	9	B.Sc. Mathematics	49	1	11	61	18.0%	18.3		-	-	116
	10	B.Sc. Computer Science	44	39	11	94	11.7%	12.3		*	31.3	119
2012/13 (HKAL)	1	B.B.A. Integrated BBA	187	33	93	313	29.7%	14.6		262.5	36.7	106
	2	B.S.Sc. Economics	73	2	26	101	25.7%	15.4		246.7	-	84
	3	B.Sc.Life Sciences	146	50	25	221	11.3%	13.5		235.4	*	142

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	4	B.B.A. Professional Accountancy	119	10	23	152	15.1%	17.5		*	-	116
	5	B.Sc. Mathematics	51	-	20	71	28.2%	16.4		-	-	117
	6	B.Eng. Systems Engineering & Eng. Management	39	27	20	86	23.3%	10.9		*	*	110
	7	B.Sc. Risk Management Science	19	1	17	37	45.9%	18.7		-	-	125
	8	B.Sc.Quantitative Finance & Risk Management Science	8	4	10	22	45.5%	20.0		*	-	129
	9	B.Sc. Quantitative Finance	17	12	10	39	25.6%	18.7		*	*	113
	10	B.Eng. Information Engineering	68	11	10	89	11.2%	9.3		-	-	119
2012/13 (HKDSE)	1	Engineering (broad-based)	484	5	67	556	12.1%		16.3	273.3	-	127
	2	Science (broad-based)	407	5	61	473	12.9%		18.4	*	*	131
	3	B.B.A. Integrated BBA	233	19	33	285	11.6%		19.8	225	-	-
	4	B.Sc. Global Economics & Finance	10	2	10	22	45.5%		22.0	253.3	-	-
	5	LL.B. Law	44	18	9	71	12.7%		22.6	-	-	100
	6	Social Science (broad-based)	80	9	8	97	8.2%		20.4	200	*	-
	7	B.S.Sc. Journalism & Communication	53	-	6	59	10.2%		21.4	*	-	-
	8	B.A. Chinese Studies	3	-	5	8	62.5%		15.3	-	*	-
	9	B.S.Sc. Architectural Studies	24	5	3	32	9.4%		20.1	*	-	-
	10	B.B.A. Hotel and Tourism Management	66	-	3	69	4.3%		19.3	-	-	-
2013/14	1	B.B.A. Integrated BBA	201	39	137	377	36.3%		20.0	260	36.9	115
	2	Engineering (broad-based)	358	107	85	550	15.5%		16.6	256	*	131
	3	Science (broad-based)	236	36	61	333	18.3%		18.9	252	*	127
	4	B.B.A. Professional Accountancy	97	16	46	159	28.9%		20.6	*	*	124
	5	B.A. / B.S.Sc. Contemporary China Studies	3	3	26	32	81.3%		16.7	*	30.8	-
	6	B.Sc. Global Economics & Finance	18	4	9	31	29.0%		22.6	250	-	-
	7	B.S.Sc. Architectural Studies	16	15	7	38	18.4%		22.3	*	*	-
	8	LL.B. Law	42	30	7	79	8.9%		22.6	*	-	87

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	9	Social Science (broad-based)	69	11	7	87	8.0%		20.9	*	-	-
	10	B.S.Sc. Journalism & Communication	45	5	5	55	9.1%		22.7	-	*	-
2014/15 <sup>#</sup>	1	B.B.A. Integrated BBA	198	41	116	355	32.7%		19.9	265.7	35.7	111.5
	2	Engineering (broad-based)	350	103	90	543	16.6%		16.7	246.7	37.7	120.3
	3	Science (broad-based)	286	24	62	372	16.7%		18.5	*	-	136.6
	4	B.B.A. Professional Accountancy	105	18	42	165	25.5%		20.5	*	-	106.8
	5	B.A. / B.S.Sc. Contemporary China Studies	5	6	40	51	78.4%		18.0	228.0	32.6	-
	6	B.B.A. Hotel and Tourism Management	59	8	12	79	15.2%		19.4	-	*	128.8
	7	Social Science (broad-based)	78	11	8	97	8.2%		21.5	246.7	35.3	-
	8	LL.B. Law	46	18	5	69	7.2%		22.7	*	-	92.7
	9	B.Sc. Global Economics & Finance	15	5	4	24	16.7%		22.1	-	-	-
	10	B.Sc. Mathematics	39	1	4	44	9.1%		19.2	-	-	133.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders.

7. # Provisional figures.

**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2014/15**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
2010/11	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	35	22	99	22.2%	8.6		-	-	28
	2	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	223	46	10	279	3.6%	9.1		-	-	33
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	39	5	8	52	15.4%	8.9		-	-	10
	4	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	15	4	8	27	29.6%	10.5		-	-	12
	5	Bachelor of Education (Honours) (Early Childhood Education) (Four-year Full-time)	85	24	3	112	2.7%	9.4		-	-	17
	6	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	2	2	20	10.0%	11.0		-	-	*
	7	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	9	36	2	47	4.3%	6.7		-	-	-
	8	Bachelor of Education (Honours) (Visual Arts) (Four-year Full-time)	17	22	1	40	2.5%	10.3		-	-	-
2011/12	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	75	34	23	132	17.4%	8.0		-	*	27
	2	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	148	19	14	181	7.7%	7.7		-	-	26

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	45	-	10	55	18.2%	11.1		-	-	19
	4	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	-	4	20	20.0%	11.4		-	-	55
	5	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	117	10	3	130	2.3%	9.4		-	-	33
	6	Bachelor of Arts (Honours) in Creative Arts and Culture (Three-year Full-time)	48	14	1	63	1.6%	7.6		-	-	*
	7	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	68	9	1	78	1.3%	7.2		-	-	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (Secondary) (Four-year Full-time)	8	8	1	17	5.9%	8.6		*	-	-
	2	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	121	19	1	141	0.7%	9.7		-	-	-
2012/13 (HKDSE)	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	100	-	22	122	18.0%		14.8	-	-	37
	2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	160	-	9	169	5.3%		15.3	-	-	65
	3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) ##	26	2	8	36	22.2%		16.0	-	-	23
	4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	36	-	7	43	16.3%		14.8	-	-	49
	5	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	41	-	3	44	6.8%		14.2	-	-	43
	6	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	162	-	2	164	1.2%		15.1	-	-	*



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
	7	Bachelor of Education (Honours) (Music) (Five-year Full-time)	43	-	2	45	4.4%		14.0	-	-	*
	8	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	23	-	2	25	8.0%		14.0	-	-	*
	9	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	17	-	1	18	5.6%		15.9	-	-	*
	10	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	45	-	1	46	2.2%		15.2	-	-	*
2013/14	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	13	21	124	16.9%		15.6	-	-	45
	2	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) ##	14	5	17	36	47.2%		16.9	-	-	20
	3	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	106	29	17	152	11.2%		16.3	-	-	39
	4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	26	6	8	40	20.0%		16.0	*	-	38
	5	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	24	-	7	31	22.6%		16.4	*	-	30
	6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	14	16	4	34	11.8%		16.0	-	-	31
	7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	15	2	2	19	10.5%		15.1	-	-	*
	8	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	28	8	2	38	5.3%		16.3	-	-	-
	9	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	121	13	2	136	1.5%		15.6	-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)(7)</sup>
	10	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	10	2	1	13	7.7%		16.3	-	-	*
2014/15 <sup>#</sup>	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	78	13	19	110	17.3%		15.6	-	-	37.9
	2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	128	18	17	163	10.4%		16.1	-	-	44.7
	3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	21	1	14	36	38.9%		16.3	-	-	36.1
	4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	27	6	7	40	17.5%		16.2	-	-	47.3
	5	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	30	8	6	44	13.6%		16.7	-	-	36.3
	6	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	129	9	6	144	4.2%		16.1	-	-	45.0
	7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	14	4	5	23	21.7%		15.1	-	-	57.4
	8	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	21	1	5	27	18.5%		16.7	-	*	45.7
	9	Bachelor of Education (Honours) (Music) (Five-year Full-time)	16	22	2	40	5.0%		16.1	-	-	*
	10	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	12	-	1	13	7.7%		16.9	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0

- AS : A=5, B=4, C=3, D=2, E=1, other grades=0
3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
  4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
  5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.  
“\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
  6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
  7. Different provinces / cities have different First Admission Line cut-off points and have different maximum points for Science Stream Students and Arts Stream Students. In this regard, the average of JEE scores does not reflect the quality of non-local student. The Institute accepted all JEE students who have passed the First Admission line in their provinces/cities.
  8. ## The maximum intake of the programme is 40 while in general, the maximum intake for local students is 20 according to UGC allocation while the remaining places can be used to accept non-local students. Due to the reporting date, some local students may withdraw from the programme. Nevertheless, the quota of local and non-local students are completely separated and hence the admission of non-local students would not affect the admission chance of local students.
  9. # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA (HONS) ACCOUNTING & FINANCE	40	7	40	87	46.0%	15.6		*	-	115
	2	BBA/BSc (HONS) SCHEME IN LOGISTICS	90	23	23	136	16.9%	11.3		-	-	95.4
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	6	15	132	11.4%	11.0		*	-	95.4
	4	BBA (HONS) ACCOUNTANCY	115	28	14	157	8.9%	14.3		*	-	106.6
	5	BBA (HONS) MANAGEMENT	31	7	12	50	24.0%	14.0		-	*	71.8
	6	BSc (HONS) HOTEL MANAGEMENT	46	4	11	61	18.0%	12.1		-	33.7	118.7
	7	BBA (HONS) FINANCIAL SERVICES	29	8	11	48	22.9%	13.4		-	-	101.1
	8	BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	46	17	9	72	12.5%	9.5		-	-	82.8
	9	BENG (HONS) ELECTRONIC & INFORMATION ENG	23	19	9	51	17.6%	8.1		-	-	101.8
	10	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	37	8	9	54	16.7%	10.5		-	*	80.2
2011/12	1	BBA (HONS) ACCOUNTING & FINANCE	38	9	62	109	56.9%	14.0		-	*	99.6
	2	BBA (HONS) ACCOUNTANCY	117	26	21	164	12.8%	13.7		*	-	105.4
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	8	19	138	13.8%	11.4		-	-	94.6
	4	BBA/BSc (HONS) SCHEME IN LOGISTICS	89	21	17	127	13.4%	11.3		-	*	87.2
	5	BBA (HONS) FINANCIAL SERVICES	31	7	13	51	25.5%	13.7		-	-	103
	6	BSc (HONS) HOTEL MANAGEMENT	45	8	13	66	19.7%	12.8		-	35.8	88.7
	7	BBA (HONS) MANAGEMENT	30	10	10	50	20.0%	13.8		-	-	84.2

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	8	BSc (HONS) SCHEME IN COMPUTING	66	24	9	99	9.1%	8.8		-	-	118.5
	9	BBA (HONS) MARKETING	52	12	9	73	12.3%	13.1		-	-	100
	10	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	20	5	8	33	24.2%	10.8		-	-	100.8
2012/13	1	BBA (HONS) ACCOUNTING & FINANCE	41	5	50	96	52.1%	14.4		*	33.3	119.6
(HKAL)	2	BSc (HONS) HOTEL MANAGEMENT	54	8	21	83	25.3%	13.1		*	*	122.7
	3	BENG (HONS) ELECTRONIC & INFORMATION ENG	24	16	20	60	33.3%	8.6		-	-	127.4
	4	BBA (HONS) ACCOUNTANCY	119	19	19	157	12.1%	13.2		-	-	121.9
	5	BBA (HONS) FINANCIAL SERVICES	20	18	19	57	33.3%	12.6		-	-	108.4
	6	BBA/BSc (HONS) SCHEME IN LOGISTICS	88	18	15	121	12.4%	11.1		-	*	108.6
	7	BBA (HONS) MANAGEMENT	20	20	14	54	25.9%	12.2		-	*	120.2
	8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	14	12	133	9.0%	11.6		-	-	94
	9	BENG (HONS) MECHANICAL ENGINEERING	24	8	10	42	23.8%	9.5		*	-	130.2
	10	BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	47	14	9	70	12.9%	8.9		-	*	103.3
2012/13	1	BBA (HONS) ACCOUNTING AND FINANCE	39	-	51	90	56.7%		16.3	-	-	135.9
(HKDSE)	2	BBA (HONS) ACCOUNTANCY	99	-	35	134	26.1%		17.4	-	-	123.6
	3	BBA (HONS) FINANCIAL SERVICES	27	-	23	50	46.0%		15.8	-	-	122.3
	4	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	85	-	15	100	15.0%		16.8	-	-	119
	5	BENG (HONS) ELECTRONIC & INFORMATION ENG	31	-	13	44	29.5%		15.2	-	-	128.1

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	6	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	13	99	13.1%		16.8	-	-	112.9
	7	BSc (HONS) INVESTMENT SCIENCE	18	-	10	28	35.7%		16.0	-	-	121.2
	8	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	1	9	33	27.3%		16.8	-	*	145.9
	9	BSc (HONS) BIOMEDICAL ENGINEERING	22	-	8	30	26.7%		16.2	-	-	116.1
	10	BA (HONS) SCHEME FASHION & TEXTILES	106	-	8	114	7.0%		15.9	-	-	116.9
2013/14	1	BBA (HONS) ACCOUNTING AND FINANCE	33	5	44	82	53.7%		17.8	*	*	135.7
	2	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	8	36	122	29.5%		17.2	-	*	113.4
	3	BBA (HONS) ACCOUNTANCY	95	13	31	139	22.3%		17.5	*	-	117.9
	4	BBA (HONS) FINANCIAL SERVICES	26	3	25	54	46.3%		16.5	-	*	121.1
	5	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	2	25	112	22.3%		17.4	-	-	118
	6	BBA (HONS) MANAGEMENT	33	14	17	64	26.6%		17.5	-	*	99.8
	7	BENG (HONS) ELECTRONIC & INFORMATION ENG	28	6	16	50	32.0%		15.3	-	-	122.3
	8	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	27	6	15	48	31.3%		16.3	*	*	107.4
	9	BENG (HONS) MECHANICAL ENGINEERING	27	10	14	51	27.5%		15.1	*	*	113.3
	10	BEng (HONS) CIVIL ENGINEERING	49	10	14	73	19.2%		17.2	-	-	122.7
2014/15 <sup>#</sup>	1	BBA (HONS) ACCOUNTANCY	92	17	47	156	30.1%		17.7	-	30.0	113.3
	2	BBA (HONS) ACCOUNTING AND FINANCE	32	7	44	83	53.0%		17.8	*	-	131.4
	3	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	72	10	36	118	30.5%		17.3	*	34.3	109.4
	4	BEng (HONS) ELECTRONIC & INFORMATION ENG	29	6	31	66	47.0%		15.4	-	-	114.6

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	5	BBA (HONS) MANAGEMENT	31	17	27	75	36.0%		16.8	*	*	119.6
	6	BBA (HONS) FINANCIAL SERVICES	27	2	25	54	46.3%		16.7	-	-	120.2
	7	BBA (HONS) MARKETING	34	19	18	71	25.4%		17.2	-	32.7	91.0
	8	BEng (HONS) MECHANICAL ENGINEERING	27	9	16	52	30.8%		15.9	*	*	123.0
	9	BROAD DISCIPLINE OF COMPUTING	74	19	15	108	13.9%		15.3	-	-	119.6
	10	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	23	5	14	42	33.3%		16.9	-	-	110.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	School of Engineering	479	142	123	744	16.5%	10.0		239.0	37.5	102.4
	2	School of Business and Management	518	111	91	720	12.6%	13.8		260.0	36.1	118.7
	3	School of Science	403	26	53	482	11.0%	11.9		-	*	97.5
	4	Interdisciplinary Programs	66	17	5	88	5.7%	16.0		-	*	*
2011/12	1	School of Engineering	476	132	111	719	15.4%	10.7		276.0	36.9	83.7
	2	School of Business and Management	540	130	106	776	13.7%	14.3		270.0	36.4	117.4
	3	School of Science	416	24	79	519	15.2%	11.9		260.0	38.8	96.9
	4	Interdisciplinary Programs	65	35	19	119	16.0%	16.3		*	39.3	92.0
	5	School of Humanities and Social Science	30	1	4	35	11.4%	11.7		-	*	-
2012/13 (HKAL)	1	School of Business and Management	554	95	123	772	15.9%	13.7		272.0	37.0	108.8
	2	School of Engineering	455	99	102	656	15.5%	10.7		273.0	38.9	153.1
	3	School of Science	407	23	82	512	16.0%	11.3		*	38.7	111.9
	4	Interdisciplinary Programs	94	6	18	118	15.3%	16.1		-	40.5	*
	5	School of Humanities and Social Science	38	3	6	47	12.8%	10.2		-	-	*
2012/13 (HKDSE)	1	School of Engineering	647	10	88	745	11.8%		16.5	N/A	N/A	136.8
	2	School of Business and Management	648	20	87	755	11.5%		18.6	N/A	N/A	135.9
	3	School of Science	455	8	57	520	11.0%		16.5	N/A	N/A	113.4
	4	School of Humanities and Social Science	46	2	4	52	7.7%		17.7	N/A	N/A	*
2013/14	1	School of Engineering	566	37	138	741	18.6%		17.2	280.0	37.7	124.0
	2	School of Business and Management	607	86	134	827	16.2%		19.0	*	39.3	118.2
	3	School of Science	418	21	93	532	17.5%		17.1	264.0	38.4	115.1
	4	School of Humanities and Social Science	46	3	13	62	21.0%		18.3	-	36.3	79.8
2014/15 <sup>#</sup>	1	BBA (School of Business and Management)	599	85	141	825	17.1%		18.6	*	38.7	117.5
	2	BEng (School of Engineering)	570	31	139	740	18.8%		17.0	280.0	38.3	133.5



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3	BSc (School of Science)	388	31	84	503	16.7%		17.1	275.0	39.4	132.6
	4	BSc Global China Studies: Humanities and Social Science	44	2	8	54	14.8%		17.9	-	*	90.5

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40  
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20  
“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.
- The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
- In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as “N/A”.
- The 2012/13 Mainland JEE students were admitted directly to Year-1 of the 4-year (HKDSE) programs. The Mainland JEE students joining Year-1 of the 3-year (HKAL) programs were admitted to the Preparation Year in the 2011/12 Entry based on their 2011 Mainland JEE results.
- # Provisional figures.

**UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2010/11 to 2014/15**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non- JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	Bachelor of Business Administration / Bachelor of Economics and Finance	223	93	207	523	39.6%	16.9		^	^	97.75
	2	Bachelor of Engineering	275	90	67	432	15.5%	12.8		^	^	104.58
	3	Bachelor of Science	319	34	49	402	12.2%	16.0		^	^	96.26
	4	Bachelor of Arts	266	92	22	380	5.8%	15.5		^	^	84.1
	5	Bachelor of Social Sciences	112	42	21	175	12.0%	16.8		^	^	76.73
	6	Bachelor of Arts in Architectural Studies	36	15	17	68	25.0%	15.4		^	^	136
	7	Bachelor of Science in Actuarial Science	37	2	16	55	29.1%	20.0		^	^	126.5
	8	Bachelor of Journalism	12	6	12	30	40.0%	15.5		^	^	81.6
	9	Bachelor of Laws	64	26	10	100	10.0%	19.2		^	^	82.11
	10	Bachelor of Business Administration in International Business and Global Management	15	6	7	28	25.0%	20.0		^	^	*
2011/12	1	Bachelor of Business Administration / Bachelor of Economics and Finance	233	106	202	541	37.3%	16.8		^	^	99.8
	2	Bachelor of Engineering	232	81	118	431	27.4%	13.7		^	^	100.21
	3	Bachelor of Social Sciences	95	38	44	177	24.9%	17.0		^	^	84.59
	4	Bachelor of Science	311	59	42	412	10.2%	15.8		^	^	106.7
	5	Bachelor of Arts	251	84	29	364	8.0%	15.7		^	^	78.18
	6	Bachelor of Science in Actuarial Science	43	2	19	64	29.7%	20.0		^	^	109.12
	7	Bachelor of Arts in Architectural Studies	30	19	12	61	19.7%	15.7		^	^	111.6
	8	Bachelor of Journalism	8	10	8	26	30.8%	15.8		^	^	*
	9	Bachelor of Arts in Landscape Studies	6	5	4	15	26.7%	14.0		^	^	107.33
	10	Bachelor of Science in Quantitative Finance	16	1	4	21	19.0%	19.5		^	^	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2012/13 (HKAL)	1	Bachelor of Business Administration / Bachelor of Economics and Finance	216	106	222	544	40.8%	15.7		260	39.5	103.59
	2	Bachelor of Engineering	277	18	113	408	27.7%	13.5		280	37	120.73
	3	Bachelor of Science	292	62	62	416	14.9%	14.8		280	38.5	117.45
	4	Bachelor of Social Sciences	99	38	43	180	23.9%	16.6		240	38	99.96
	5	Bachelor of Arts	279	79	26	384	6.8%	15.7		*	*	88.13
	6	Bachelor of Arts in Architectural Studies	24	23	19	66	28.8%	15.8		240	34.5	119
	7	Bachelor of Science in Actuarial Science	24	5	18	47	38.3%	20.0		-	*	130.19
	8	Bachelor of Journalism	7	7	9	23	39.1%	14.3		*	*	134.67
	9	Bachelor of Laws	57	33	6	96	6.3%	18.5		-	-	81.5
	10	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	11	5	25	20.0%	13.8		*	-	84.33
2012/13 (HKDSE)	1	Bachelor of Business Administration / Bachelor of Economics and Finance	292	65	204	561	36.4%		20.5	-	*	112.05
	2	Bachelor of Engineering	205	156	85	446	19.1%		18.2	250	38	120.85
	3	Bachelor of Science	330	32	79	441	17.9%		18.7	280	37	125.46
	4	Bachelor of Arts	272	82	41	395	10.4%		19.8	*	34	86.04
	5	Bachelor of Social Sciences	98	54	41	193	21.2%		20.9	240	38	87.1
	6	Bachelor of Science in Actuarial Science	45	-	22	67	32.8%		22.7	-	-	136.05
	7	Bachelor of Engineering (Engineering Science)	5	2	18	25	72.0%		20.0	260	*	126.14
	8	Bachelor of Arts in Architectural Studies	31	20	16	67	23.9%		21.8	-	-	114.18
	9	Bachelor of Laws	64	15	14	93	15.1%		24.2	-	40	92.22
	10	Bachelor of Journalism	13	3	12	28	42.9%		20.5	*	*	*
2013/14	1	Bachelor of Business Administration / Bachelor of Economics and Finance	275	83	222	580	38.3%		20.4	270	39.5	114.45
	2	Bachelor of Engineering	255	115	79	449	17.6%		18.8	280	*	117.58
	3	Bachelor of Science	329	43	60	432	13.9%		18.7	280	40	135.68
	4	Bachelor of Social Sciences	116	42	47	205	22.9%		21.1	260	36	83.21

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local students via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	5	Bachelor of Science in Actuarial Science	52	6	25	83	30.1%		22.3	-	44	136.5
	6	Bachelor of Arts	269	88	22	379	5.8%		20.1	*	*	81.77
	7	Bachelor of Arts in Architectural Studies	31	13	13	57	22.8%		21.7	-	-	131.2
	8	Bachelor of Journalism	15	4	12	31	38.7%		20.4	-	36	116.5
	9	Bachelor of Laws	70	18	11	99	11.1%		24.2	-	*	81.11
	10	Bachelor of Engineering (Engineering Science)	7	-	6	13	46.2%		18.7	*	-	130.67
2014/15 <sup>#</sup>	1	Bachelor of Business Administration / Bachelor of Economics and Finance	276	72	228	576	39.6%		20.2	270.0	38.9	107.5
	2	Bachelor of Engineering	317	125	98	540	18.1%		18.4	273.3	*	132.1
	3	Bachelor of Science	308	49	73	430	17.0%		18.4	272.0	38.7	125.6
	4	Bachelor of Social Sciences	129	52	65	246	26.4%		20.9	266.7	37.4	100.3
	5	Bachelor of Arts	322	60	38	420	9.0%		19.7	-	37.5	94.9
	6	Bachelor of Science in Actuarial Science	54	10	21	85	24.7%		21.9	280.0	-	143.9
	7	Bachelor of Arts in Architectural Studies	32	18	16	66	24.2%		21.7	-	*	119.4
	8	Bachelor of Journalism	12	11	11	34	32.4%		20.7	*	35.4	*
	9	Bachelor of Laws	71	22	8	101	7.9%		24.3	-	*	114.0
	10	Bachelor of Social Sciences (Government and Laws)	44	5	6	55	10.9%		23.5	-	*	-

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-” denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The

subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:

A-Level : A\* – 140; A – 120; B – 100; C – 80; D – 60; E – 40

AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

“-” denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.
8. # Provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY****EDB598****(Question Serial No. 4461)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide the statistics on non-local students enrolled in the programmes offered by the institutions funded by the University Grants Committee (including both publicly-funded and self-financing programmes) in the 2010/11 to 2014/15 academic years in the table below.

(Name of institution)					
Academic year	Place of origin	Undergraduate	Research postgraduate	Taught postgraduate	PhD student
2010/11 academic year					
2011/12 academic year					
2012/13 academic year					
2013/14 academic year					
2014/15 academic year					

Asked by: Hon IP Kin-yuen (Member Question No. 87)Reply:

The numbers of non-local students of University Grants Committee (UGC)-funded programmes and full-time locally-accredited self-financing programmes offered by the UGC-funded institutions by institution, level of study and place of origin from the 2010/11 to 2014/15 academic years are at **Annex A** and **Annex B** respectively.

**Number of Non-local Students (Headcount) of UGC-funded Programmes by Institution, Level of Study and Place of Origin, 2010/11 to 2014/15 Academic Years**

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate <sup>^</sup>	
					Master of Philosophy	Doctor of Philosophy
CityU	2010/11	The Mainland of China	624	2	2	496
		Other places in Asia	64	-	-	20
		The rest of the world	27	2	-	13
	Total		715	4	2	529
	2011/12	The Mainland of China	590	6	2	522
		Other places in Asia	88	-	-	25
		The rest of the world	25	4	-	19
	Total		703	10	2	566
	2012/13	The Mainland of China	794	3	1	520
		Other places in Asia	178	1	1	33
		The rest of the world	35	4	-	31
	Total		1 007	8	2	584
	2013/14	The Mainland of China	810	4	1	479
		Other places in Asia	277	-	1	54
		The rest of the world	36	1	-	52
	Total		1 123	5	2	585
	2014/15 <sup>#</sup>	The Mainland of China	814	4	1	536
		Other places in Asia	360	2	-	63
		The rest of the world	36	2	-	71
	Total		1 210	8	1	670
HKBU	2010/11	The Mainland of China	437	3	52	101
		Other places in Asia	7	-	2	8
		The rest of the world	1	-	3	3
	Total		445	3	57	112
	2011/12	The Mainland of China	450	3	27	121
		Other places in Asia	8	-	2	7
		The rest of the world	1	-	3	6
	Total		459	3	32	134
	2012/13	The Mainland of China	648	1	16	134
		Other places in Asia	11	-	-	16
		The rest of the world	-	-	-	14
	Total		659	1	16	164
	2013/14	The Mainland of China	692	-	15	145
		Other places in Asia	11	-	-	15
		The rest of the world	1	-	-	16
	Total		704	-	15	176
	2014/15 <sup>#</sup>	The Mainland of China	705	-	17	145
		Other places in Asia	15	-	-	13
		The rest of the world	2	-	-	20
	Total		722	-	17	178
LU	2010/11	The Mainland of China	191	-	19	5
		Other places in Asia	15	-	-	2
		The rest of the world	6	-	1	-
	Total		212	-	20	7
	2011/12	The Mainland of China	169	-	21	5

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
		Other places in Asia	16	-	-	6
		The rest of the world	5	-	3	1
	Total		190	-	24	12
	2012/13	The Mainland of China	158	-	24	5
		Other places in Asia	22	-	-	7
		The rest of the world	6	-	3	5
	Total		186	-	27	17
	2013/14	The Mainland of China	147	-	26	7
		Other places in Asia	19	-	-	5
		The rest of the world	5	-	2	10
	Total		171	-	28	22
	2014/15 <sup>#</sup>	The Mainland of China	138	-	26	9
		Other places in Asia	15	-	1	3
		The rest of the world	3	-	2	14
	Total		156	-	29	26
CUHK	2010/11	The Mainland of China	852	8	207	846
		Other places in Asia	115	1	5	18
		The rest of the world	41	3	4	17
	Total		1 008	12	216	881
	2011/12	The Mainland of China	911	9	172	937
		Other places in Asia	158	2	8	24
		The rest of the world	52	2	3	22
	Total		1 121	13	183	983
	2012/13	The Mainland of China	1 317	13	168	1 040
		Other places in Asia	246	3	8	31
		The rest of the world	72	2	5	25
	Total		1 635	18	181	1 096
	2013/14	The Mainland of China	1 374	13	168	1 081
		Other places in Asia	329	2	8	32
		The rest of the world	77	-	5	29
	Total		1 780	15	181	1 142
	2014/15 <sup>#</sup>	The Mainland of China	1 443	6	138	1 185
		Other places in Asia	398	1	5	26
		The rest of the world	80	-	2	34
	Total		1 921	7	145	1 245
HKIED	2010/11	The Mainland of China	242	8	-	6
		Other places in Asia	4	-	-	-
	Total		246	8	-	6
	2011/12	The Mainland of China	211	10	1	17
		Other places in Asia	5	1	-	2
		The rest of the world	-	1	-	1
	Total		216	12	1	20
	2012/13	The Mainland of China	218	6	2	20
		Other places in Asia	7	-	-	3
		The rest of the world	-	1	-	2
	Total		225	7	2	25
	2013/14	The Mainland of China	235	4	2	18
		Other places in Asia	11	1	-	3
		The rest of the world	-	-	-	2
	Total		246	5	2	23



Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
	2014/15 <sup>#</sup>	The Mainland of China	258	3	1	12
		Other places in Asia	14	-	-	4
		The rest of the world	-	-	1	1
	Total		272	3	2	17
PolyU	2010/11	The Mainland of China	848	-	62	321
		Other places in Asia	70	-	1	28
		The rest of the world	31	-	-	13
	Total		949	-	63	362
	2011/12	The Mainland of China	801	-	64	326
		Other places in Asia	113	-	2	35
		The rest of the world	38	-	-	17
	Total		952	-	66	378
	2012/13	The Mainland of China	1 059	-	62	345
		Other places in Asia	176	-	1	40
		The rest of the world	45	-	1	26
	Total		1 280	-	64	411
	2013/14	The Mainland of China	1 104	-	57	391
		Other places in Asia	217	-	1	41
		The rest of the world	44	-	1	35
	Total		1 365	-	59	467
	2014/15 <sup>#</sup>	The Mainland of China	1 139	-	47	409
		Other places in Asia	269	-	2	49
		The rest of the world	46	-	2	50
	Total		1 454	-	51	508
HKUST	2010/11	The Mainland of China	497	-	167	629
		Other places in Asia	192	-	20	25
		The rest of the world	51	-	3	15
	Total		740	-	190	669
	2011/12	The Mainland of China	474	-	170	732
		Other places in Asia	280	-	21	48
		The rest of the world	62	-	5	23
	Total		816	-	196	803
	2012/13	The Mainland of China	668	-	207	753
		Other places in Asia	433	-	19	60
		The rest of the world	82	-	5	30
	Total		1 183	-	231	843
	2013/14	The Mainland of China	694	-	221	823
		Other places in Asia	491	-	23	84
		The rest of the world	80	-	5	37
	Total		1 265	-	249	944
	2014/15 <sup>#</sup>	The Mainland of China	668	-	226	802
		Other places in Asia	543	-	30	89
		The rest of the world	87	-	5	43
	Total		1 298	-	261	934
HKU	2010/11	The Mainland of China	947	22	254	873
		Other places in Asia	254	11	11	76
		The rest of the world	82	5	19	59
	Total		1 283	38	284	1 008
	2011/12	The Mainland of China	977	27	218	963
		Other places in Asia	389	14	12	88

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate <sup>^</sup>	
					Master of Philosophy	Doctor of Philosophy
		The rest of the world	91	8	17	69
	Total		1 457	49	246	1 120
	2012/13	The Mainland of China	1 453	39	224	1 065
		Other places in Asia	677	15	14	101
		The rest of the world	94	6	14	84
	Total		2 224	60	253	1 250
	2013/14	The Mainland of China	1 465	65	223	1 110
		Other places in Asia	741	11	13	106
		The rest of the world	82	10	13	98
	Total		2 288	86	249	1 313
	2014/15 <sup>#</sup>	The Mainland of China	1 465	56	175	1 180
		Other places in Asia	802	12	15	100
		The rest of the world	74	9	18	109
	Total		2 341	77	208	1 389

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
3. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. <sup>^</sup> Figures may not add up to the corresponding totals due to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
5. <sup>#</sup> Provisional figures.
6. '-' denotes 'nil'.

**Number of Non-local Students (Headcount) of Full-time Locally-accredited Self-Financing Programmes Offered by UGC-funded Institutions by Institution, Level of Study and Place of Origin, 2010/11 to 2013/14 Academic Years**

Institution	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate <sup>^@</sup>	Research Postgraduate <sup>@</sup>
CityU	2010/11	The Mainland of China	-	819	-
		Other places in Asia*	-	10	-
		The rest of the world	-	69	-
	Total		-	898	-
	2011/12	The Mainland of China	4	1 248	-
		Other places in Asia*	-	9	-
		The rest of the world	-	71	-
	Total		4	1 328	-
	2012/13	The Mainland of China	-	1 720	-
		Other places in Asia*	-	11	-
		The rest of the world	-	82	-
	Total		-	1 813	-
	2013/14	The Mainland of China	-	2 114	-
		Other places in Asia*	-	13	-
		The rest of the world	-	107	-
	Total		-	2 234	-
HKBU	2010/11	The Mainland of China	37	658	3
		Other places in Asia*	-	1	-
		The rest of the world	-	19	-
	Total		37	678	3
	2011/12	The Mainland of China	50	902	3
		Other places in Asia*	-	6	-
		The rest of the world	-	27	1
	Total		50	935	4
	2012/13	The Mainland of China	60	1 308	4
		Other places in Asia*	-	9	-
		The rest of the world	-	25	-
	Total		60	1 342	4
	2013/14	The Mainland of China	69	1 756	7
		Other places in Asia*	-	8	1
		The rest of the world	-	19	-
	Total		69	1 783	8
LU	2010/11	The Mainland of China	13	112	-
		Other places in Asia*	-	-	-
		The rest of the world	-	6	-
	Total		13	118	-
	2011/12	The Mainland of China	11	132	-
		Other places in Asia*	-	-	-
		The rest of the world	-	3	-
	Total		11	135	-
	2012/13	The Mainland of China	-	161	-
		Other places in Asia*	-	-	-
		The rest of the world	-	5	-
	Total		-	166	-
	2013/14	The Mainland of China	-	131	-

Institution	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate <sup>^</sup> @	Research Postgraduate <sup>@</sup>
		Other places in Asia*	-	-	-
		The rest of the world	-	6	-
		Total	-	137	-
CUHK	2010/11	The Mainland of China	-	1 278	-
		Other places in Asia*	-	14	-
		The rest of the world	-	172	-
		Total	-	1 464	-
	2011/12	The Mainland of China	-	1 725	-
		Other places in Asia*	-	32	-
		The rest of the world	-	181	-
		Total	-	1 938	-
	2012/13	The Mainland of China	-	2 304	-
		Other places in Asia*	-	32	-
		The rest of the world	-	159	-
		Total	-	2 495	-
	2013/14	The Mainland of China	-	3 304	-
		Other places in Asia*	-	34	-
		The rest of the world	-	152	-
		Total	-	3 490	-
HKIED	2010/11	The Mainland of China	11	186	-
		Other places in Asia*	-	4	-
		The rest of the world	-	1	-
		Total	11	191	-
	2011/12	The Mainland of China	21	264	-
		Other places in Asia*	-	3	-
		The rest of the world	1	6	-
		Total	22	273	-
	2012/13	The Mainland of China	23	329	-
		Other places in Asia*	-	2	-
		The rest of the world	1	4	-
		Total	24	335	-
	2013/14	The Mainland of China	39	485	-
		Other places in Asia*	-	2	-
		The rest of the world	2	2	-
		Total	41	489	-
PolyU	2010/11	The Mainland of China	44	1 120	-
		Other places in Asia*	-	31	-
		The rest of the world	3	50	-
		Total	47	1 201	-
	2011/12	The Mainland of China	90	1 469	-
		Other places in Asia*	-	38	-
		The rest of the world	4	71	-
		Total	94	1 578	-
	2012/13	The Mainland of China	181	1 767	-
		Other places in Asia*	3	29	-
		The rest of the world	3	85	-
		Total	187	1 881	-
	2013/14	The Mainland of China	246	2 022	-
		Other places in Asia*	3	31	-
		The rest of the world	2	90	-
		Total	251	2 143	-

Institution	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate <sup>^</sup> @	Research Postgraduate <sup>@</sup>
HKUST	2010/11	The Mainland of China	-	710	2
		Other places in Asia*	-	31	-
		The rest of the world	-	411	-
	Total		-	1 152	2
	2011/12	The Mainland of China	-	840	15
		Other places in Asia*	-	21	-
		The rest of the world	-	442	-
	Total		-	1 303	15
	2012/13	The Mainland of China	-	1 022	57
		Other places in Asia*	-	17	-
		The rest of the world	-	433	-
	Total		-	1 472	57
	2013/14	The Mainland of China	-	1 070	79
		Other places in Asia*	-	20	-
		The rest of the world	-	288	-
	Total		-	1 378	79
HKU	2010/11	The Mainland of China	-	728	20
		Other places in Asia*	-	19	1
		The rest of the world	-	202	16
	Total		-	949	37
	2011/12	The Mainland of China	-	889	32
		Other places in Asia*	-	21	2
		The rest of the world	-	328	20
	Total		-	1 238	54
	2012/13	The Mainland of China	3	1 237	38
		Other places in Asia*	1	28	3
		The rest of the world	-	356	21
	Total		4	1 621	62
	2013/14	The Mainland of China	5	1 435	53
		Other places in Asia*	2	29	2
		The rest of the world	3	315	22
	Total		10	1 779	77

Notes:

1. <sup>^</sup> Figures of taught postgraduate programmes include both full-time and part-time students. Statistics by mode of study are not available.
2. <sup>@</sup> Separate breakdown on statistics for students studying doctoral degree is not available.
3. \* "Other Places in Asia" refers to Macau and Taiwan only. Other places in Asia are included in "The rest of the world".
4. "-" denotes "nil".
5. Figures for the 2014/15 academic year are not yet available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB599****(Question Serial No. 4463)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide information on the Hong Kong PhD Fellowship Scheme for the academic years from 2010/11 to 2014/15 in the following tabulated form:

Academic Year	Place of Origin of the Applicant	Number of Applicants	Number of Awardees
2010/11			
2011/12			
2012/13			
2013/14			
2014/15			


Asked by: Hon IP Kin-yuen (Member Question No. 89)

Reply:

The breakdown of the applicants and awardees by place of origin for the Hong Kong PhD Fellowship Scheme from the 2010/11 to 2014/15 academic years are set out below:

Country / Region	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees
Afghanistan	2	-	-	-	1	-	1	-	-	-
Albania	-	-	-	-	-	-	1	-	3	2
Algeria	1	-	-	-	3	-	1	-	3	-
Angola	1	-	-	-	-	-	-	-	-	-
Argentina	-	-	-	-	2	-	2	1	-	-
Armenia	-	-	2	-	2	-	2	-	2	-
Australia	8	1	5	-	4	-	4	-	6	-
Austria	1	-	1	-	-	-	-	-	2	2
Azerbaijan	1	-	1	-	-	-	-	-	1	1
Bahrain	2	-	1	-	-	-	2	-	1	-
Bangladesh	121	-	131	-	138	2	108	3	146	3
Belarus	2	-	2	-	-	-	-	-	2	-
Belgium	3	1	2	-	2	-	1	-	2	-
Belize	-	-	-	-	-	-	-	-	1	-
Benin	-	-	-	-	2	-	2	-	2	-
Bhutan	5	-	-	-	1	-	-	-	2	-
Bolivia	1	-	-	-	-	-	-	-	1	-
Bosnia and Herzegovina	-	-	-	-	1	-	2	-	-	-
Botswana	2	-	3	-	3	-	3	-	2	-
Brazil	4	-	5	-	2	-	3	-	6	-
Brunei	-	-	-	-	1	-	1	-	-	-
Bulgaria	3	-	-	-	1	-	1	-	2	1
Burkina Faso	-	-	-	-	-	-	1	-	-	-
Burundi	1	-	-	-	1	-	2	-	1	-
Cambodia	2	-	7	-	6	-	4	-	3	-
Cameroon	6	-	11	-	14	-	10	-	8	-
Canada	9	2	12	-	9	-	17	2	16	1
Cape Verde	-	-	-	-	-	-	1	-	-	-
Channel Islands	-	-	1	-	-	-	-	-	-	-
Chile	-	-	2	-	-	-	3	1	1	-
Christmas Island	1	-	-	-	1	-	-	-	-	-
Colombia	4	-	2	-	3	-	5	1	3	-

Country / Region	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees
Congo	-	-	-	-	1	-	-	-	-	-
Cote d'Ivoire	-	-	1	-	-	-	3	-	-	-
Croatia	1	-	1	-	2	2	-	-	2	-
Czech Republic	4	1	9	-	2	-	5	2	8	2
Denmark	1	-	1	-	2	1	2	1	2	1
East Timor	-	-	-	-	1	-	-	-	-	-
Ecuador	-	-	-	-	2	-	-	-	-	-
Egypt	35	-	6	-	29	-	18	2	24	2
El Salvador	-	-	-	-	1	-	-	-	-	-
Eritrea	-	-	-	-	-	-	-	-	3	-
Estonia	1	-	1	-	-	-	-	-	-	-
Ethiopia	46	-	21	-	54	-	45	1	69	-
Fiji	-	-	-	-	-	-	-	-	1	-
Finland	4	-	2	-	2	-	1	-	1	-
France	10	-	10	-	12	1	10	2	14	2
Gabon	-	-	-	-	1	-	-	-	-	-
Gambia	-	-	1	-	4	-	4	-	3	-
Georgia	1	-	3	1	-	-	1	-	-	-
Germany	18	2	14	-	9	3	22	6	19	4
Ghana	22	-	26	-	65	1	72	1	88	4
Greece	3	1	4	-	14	1	4	-	3	-
Guatemala	-	-	-	-	-	-	1	-	-	-
Guinea	-	-	-	-	-	-	-	-	2	-
Guyana	-	-	-	-	1	-	-	-	-	-
Haiti	-	-	-	-	1	-	-	-	-	-
Honduras	1	-	-	-	1	-	2	-	1	-
Hong Kong	151	10	205	10	179	16	219	14	198	13
Hungary	4	-	3	-	8	3	7	-	1	1
India	126	2	100	2	151	3	152	-	185	3
Indonesia	24	1	16	-	19	1	29	-	18	-
Iran	24	1	41	1	59	1	63	3	43	-
Iraq	1	-	1	-	2	-	2	-	-	-
Ireland	1	1	3	-	1	-	2	-	1	-
Isle of Man	-	-	-	-	-	-	-	-	1	-
Israel	-	-	3	-	-	-	-	-	-	-
Italy	7	1	28	3	29	3	81	6	17	4
Jamaica	2	-	-	-	5	-	-	-	1	-
Japan	3	-	10	2	3	-	3	-	3	-
Jordan	-	-	1	-	1	-	1	-	2	-
Kazakhstan	2	-	2	-	1	-	5	-	3	-
Kenya	14	-	11	-	13	-	12	-	17	1
Kuwait	1	-	1	-	2	-	-	-	3	-
Kyrgyzstan	2	-	-	-	-	-	1	-	-	-



Country / Region	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees
Laos	1	-	1	-	-	-	-	-	2	-
Latvia	-	-	-	-	1	-	1	1	2	-
Lebanon	-	-	-	-	1	-	1	-	-	-
Lesotho	1	-	2	-	3	-	-	-	-	-
Libya	3	-	-	-	3	-	-	-	1	-
Liechtenstein	1	-	-	-	-	-	-	-	-	-
Lithuania	-	-	1	-	1	-	1	-	-	-
Macau	3	-	8	-	10	-	7	-	9	-
Macedonia	-	-	1	1	3	-	1	-	1	-
Madagascar	1	-	-	-	-	-	1	-	-	-
Mainland China	1490	65	2475	78	2477	92	3002	103	2823	131
Malawi	1	-	2	-	8	-	6	-	6	-
Malaysia	44	2	60	2	39	2	37	3	34	4
Maldives	-	-	2	-	-	-	2	-	2	-
Mali	-	-	-	-	-	-	-	-	2	-
Malta	-	-	1	-	-	-	-	-	-	-
Mauritania	-	-	-	-	1	-	-	-	-	-
Mauritius	2	-	-	-	-	-	-	-	1	-
Martinique	-	-	1	-	-	-	-	-	-	-
Mexico	6	1	13	2	4	1	10	1	7	-
Moldova	-	-	1	-	-	-	-	-	-	-
Mongolia	4	-	3	-	5	-	-	-	1	-
Morocco	1	-	-	-	1	-	-	-	2	-
Mozambique	-	-	-	-	2	-	-	-	-	-
Myanmar	5	-	7	-	10	-	6	-	8	1
Nepal	20	-	16	-	31	-	26	-	20	-
Netherlands	5	2	5	-	10	3	10	1	4	1
New Zealand	-	-	-	-	3	2	2	-	-	-
Nicaragua	-	-	1	-	1	-	1	-	-	-
Niger	-	-	1	-	1	-	-	-	-	-
Nigeria	35	1	43	-	99	3	97	1	152	4
Norway	-	-	-	-	1	-	1	-	-	-
Oman	-	-	1	-	-	-	1	-	1	-
Pakistan	346	1	328	-	287	1	296	4	341	4
Palau Island	-	-	-	-	-	-	-	-	1	-
Palestine	1	-	4	-	3	-	2	1	4	-
Papua New Guinea	1	-	-	-	-	-	-	-	1	-
Peru	1	-	1	-	3	-	-	-	-	-
Philippines	43	2	23	-	38	-	31	2	27	3
Poland	1	-	10	-	9	1	10	1	3	1
Portugal	1	-	-	-	2	-	3	-	2	-
Qatar	-	-	1	-	1	-	-	-	-	-
Republic of	5	-	-	-	-	-	-	-	2	-

Country / Region	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees
Serbia										
Romania	-	-	1	-	4	-	4	2	5	1
Russia	6	-	14	2	14	2	10	-	9	2
Rwanda	14	-	1	-	3	-	3	-	6	-
Saudi Arabia	1	-	2	-	2	1	3	-	4	-
Senegal	-	-	1	-	3	-	-	-	1	-
Sierra Leone	-	-	1	-	-	-	2	-	1	-
Singapore	29	1	15	-	11	-	10	-	12	1
Slovakia	4	-	1	-	3	-	3	-	4	1
Slovenia	-	-	-	-	1	-	-	-	1	-
South Africa	5	-	2	-	3	-	1	-	4	1
South Korea	12	2	34	2	15	4	19	1	22	2
Spain	2	-	6	-	2	1	9	1	12	-
Sri Lanka	50	-	21	-	27	4	15	1	18	1
St Lucia	-	-	-	-	-	-	-	-	1	-
Sudan	2	-	5	-	5	-	2	-	5	-
Suriname	-	-	-	-	1	-	-	-	-	-
Swaziland	-	-	-	-	1	-	-	-	2	-
Sweden	1	-	2	-	3	1	2	-	1	-
Switzerland	-	-	1	-	-	-	-	-	4	2
Syria	-	-	-	-	-	-	2	-	3	-
Taiwan	26	-	30	3	27	1	16	-	23	3
Tajikistan	-		1	-	-	-	-	-	1	-
Tanzania	12	-	17	-	27	-	22	-	31	-
Thailand	27	-	15	-	24	-	13	-	15	2
Togo	-	-	-	-	1	-	-	-	1	-
Tunisia	2	-	1	-	1	-	2	-	2	-
Turkey	6	-	19	1	17	-	12	1	8	-
Turkmenistan	-	-	2	-	1	-	1	-	-	-
Uganda	12	-	12	-	14	-	18	-	16	-
Ukraine	5	-	4	-	4	1	4	-	1	-
United Arab Emirates	1	-	3	-	2	-	1	-	1	-
United Kingdom	15	2	19	2	26	2	34	6	28	6
United States of America	21	2	36	4	31	4	36	8	47	4
Uruguay	-	-	-	-	1	-	-	-	1	-
Uzbekistan	5	-	3	-	3	-	3	-	3	-
Vanuatu	1	-	-	-	-	-	-	-	-	-
Venezuela	2	1	-	-	-	-	1	-	-	-
Vietnam	19	-	18	-	25	1	10	-	27	1
Yemen	-	-	5	-	1	-	1	-	5	-
Zaire	-	-	-	-	-	-	2	-	1	-
Zambia	3	-	2	-	5	-	14	-	5	-

Country / Region	2010/11		2011/12		2012/13		2013/14		2014/15	
	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees	No. of applicants	No. of awardees
Zimbabwe	2	-	5	-	13	-	11	1	16	-
<b>Total</b>	<b>2996</b>	<b>106</b>	<b>4024</b>	<b>116</b>	<b>4253</b>	<b>165</b>	<b>4785</b>	<b>185</b>	<b>4755</b>	<b>223</b>

- End -

**CONTROLLING OFFICER'S REPLY****EDB600****(Question Serial No. 3576)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The 2015-16 estimate of the University Grants Committee (UGC) is higher than the original and revised estimate of 2014-15. It is stated in the 2015 Policy Address that “the community colleges of UGC-funded institutions have experienced rapid growth and some have accumulated large surpluses”. In this regard, please advise on:

1. the reasons for the increase in the estimate of the UGC when “institutions have accumulated large surpluses”; the funding provision for the community colleges of various institutions in the past year and the estimated funding provision for this year;
2. the reasons for the surge in the “amount of capital commitments approved by the Finance Committee” from \$0 in 2014-15 to \$473.8 million in 2015-16; and
3. the 2015 Policy Address stated that “we will ask the institutions to critically review their financial position and consider ways to use their surpluses to benefit their students, such as lowering tuition fees and offering scholarships or bursaries for underprivileged students”. Please advise on how the Government, the UGC and the institutions co-ordinate the distribution of resources and the implications on the Government’s budget on tuition fees, scholarships and bursaries should the surpluses of institutions are used to benefit students.

Asked by: Hon IP Kwok-him (Member Question No. 56)Reply:

1. The estimate of the University Grants Committee (UGC) includes subventions to UGC-funded institutions as well as staff costs and departmental expenses of the UGC Secretariat. The increase in provision for 2015-16 as compared to the revised estimate for 2014-15 is mainly due to an increase in recurrent grants to UGC-funded institutions in 2015-16 as a result of new funding provided for the additional publicly-funded senior year undergraduate places and price and pay adjustments. It is noteworthy that UGC recurrent grants are provided to the UGC-funded institutions to support their academic and related activities based on approved UGC-funded activities. There should not be any cross-subsidisation of UGC-funded resources to non-UGC-funded activities, including, but not limited to, self-financing activities. Given that the community colleges of the UGC-funded institutions operate on a self-financing basis, the UGC does not provide any funding to the community colleges of the UGC-funded institutions.
2. In 2014-15, the Finance Committee (FC) of the Legislative Council did not approve any funding for capital works projects from the UGC-funded institutions. Hence, the amount of capital commitments was “HK\$0”. For 2015-16, it is estimated that there will be one capital works project for the

construction of two blocks of student hostel for The Chinese University of Hong Kong (CUHK) on its northern campus with an estimated Government capital subvention of HK\$473.8 million. The capital works proposal will be submitted to the FC in the 2014-15 legislative session. Subject to the funding approval from FC, CUHK plans to commence the construction works in the fourth quarter of 2015 for completion in the second quarter of 2018.

3. The self-financing sector forms an essential part of Hong Kong's post-secondary education in that it plays an important role in broadening the opportunities and choices for further studies, and in providing quality, diversified and flexible pathways with multiple entry and exit points for school leavers. The sector also helps diversify our higher education sector and is conducive to Hong Kong's further development as a regional education hub. In addition, the self-financing sector is responsive to changing social needs, thereby playing a pivotal role in upgrading the quality of human resources in Hong Kong by offering continuing and professional education as well as life-long learning opportunities for our workforce and the community at large.

The eight institutions funded by the UGC are autonomous statutory bodies, each established under its own ordinance and with institutional autonomy in conducting self-financing activities and setting up jointly-run or self-administered establishments. While upholding the spirit of institutional autonomy, UGC always expects institutions to remain committed to transparency and accountability in their operations to ensure that funding is put to appropriate uses that serve the best interests of the community and students. Moreover, as publicly-funded entities, institutions should ensure that non-UGC-funded activities do not detract from the core work of the institutions, have distinct separation of resources from the UGC-funded programmes/activities and are financially viable and sustainable. The Education Bureau has an established mechanism on communication with the UGC-funded institutions. As announced by the Chief Executive in the 2015 Policy Address, we will continue to request the institutions to critically review their financial position and consider possible means to make use of their surpluses to benefit their students as far as possible.

- End -

**CONTROLLING OFFICER'S REPLY****EDB601****(Question Serial No. 3496)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please list by year the number of candidates sitting for the Hong Kong Advanced Level (HKAL) and Hong Kong Diploma of Secondary Education (HKDSE) examinations, the approved student number targets of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places, the number of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admission System (JUPAS), and the number of local students admitted through the non-JUPAS route in the 2011/12, 2012/13, 2013/14 and 2014/15 academic years.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 54)Reply:

The number of candidates sitting for the Hong Kong Advanced Level (HKAL) and Hong Kong Diploma of Secondary Education (HKDSE) examinations, the approved student number targets of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places, the number and percentage of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admissions System (JUPAS), the number of local students admitted through the non-JUPAS route, and the numbers of private candidates sitting the HKAL and HKDSE examinations in the past four years from the 2011/12 to 2014/15 academic years are set out at the [Annex](#).

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland, Taiwan and other parts of the world). For the 2014/15 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts is also offering 167 publicly-funded undergraduate intake places. The self-financing sector is also offering some 8 600 intake places in full-time locally-accredited self-financing undergraduate programmes in the 2014/15 academic year. According to the 2014 Secondary 6 Students' Pathway Survey conducted by the Education Bureau in October to December 2014, about 10% of the Secondary 6 graduates who responded to the survey (or some 6 000 graduates out of a total of some 62 300 graduates of the 2013/14 school year who responded) have chosen to pursue further studies outside Hong Kong.

Furthermore, it should be noted that the number of local secondary school graduates will drop significantly,

from about 65 500 in 2014 to 42 700 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

**Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS and non-JUPAS routes from the 2011/12 to 2014/15 academic years**

Year	Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) places	Joint University Programmes Admissions System (JUPAS)				Non-JUPAS		
		No. of candidates sitting for the HKAL/HKDSE examinations in the relevant year <sup>(1)</sup>	Candidates meeting the general entrance requirements of the UGC-funded FYFD programmes <sup>(1)</sup>		Candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS <sup>(3)</sup>		No. of applications for UGC-funded FYFD places from local students <sup>(4) (5)</sup>	No. of local students admitted <sup>(3)</sup>
		No.	% <sup>(2)</sup>		No.	% <sup>(2)</sup>		
<b>HKAL Examination</b>								
2011/12	14 620	41 058 (8 957)	19 059 (667)	46.4% (7.4%)	7 666	18.7%	43 819	2 603
2012/13	15 000	40 515 (8 887)	18 820 (454)	46.5% (5.1%)	7 219	17.8%	47 023 <sup>(6)</sup>	2 706
<b>HKDSE Examination</b>								
2012/13	15 000	72 620 (1 141)	26 636 (42)	36.7% (3.7%)	13 040	18.0%	15 704 <sup>(6)</sup>	1 066
2013/14	15 000	81 355 (10 450)	28 451 (1 256)	35.0% (12.0%)	16 283	20.0%	58 186	2 475
2014/15	15 000	78 400 (12 048)	27 971 (1 532)	35.7% (12.7%)	15 669	20.0%	61 000	2 447 <sup>(7)</sup>

## Notes:

- (1) Provided by the Hong Kong Examinations and Assessment Authority. Figures in ( ) refer to private candidates. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) As a percentage of the number of candidates sitting for the HKAL/HKDSE examinations in the relevant year. Figures in ( ) refer to the percentage of the private candidates sitting for the HKAL/HKDSE examinations in the relevant year.
- (3) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but received a UGC-funded sub-degree place via JUPAS instead; those who participated in the Early Admissions Scheme (which ceased operation in the 2012/13 academic year), etc.
- (4) Local students applying via the non-JUPAS route include those applicants holding qualifications other than HKAL/HKDSE examinations, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate (IB) and the General Certificate of Education (GCE), etc.
- (5) Provided by the eight UGC-funded institutions. Each individual local student can only submit one application to each institution to apply for several programmes (except for HKIED which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one institution, and hence the UGC is unable to attribute the actual number of applicants applying to the UGC-funded programme via non-JUPAS.



- (6) For the 2012/13 academic year, some institutions have included the number of local applicants applying for 3-year and/or 4-year programmes in both figures as breakdown by cohort was not available.
- (7) Provisional figures.

- End -

**CONTROLLING OFFICER'S REPLY****EDB602****(Question Serial No. 3498)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- a. Please provide the number of local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes by institution, broad academic programme category (APC) and admission route in the 2013/14 and 2014/15 academic years.
- b. Please provide a breakdown, by broad APC, of the annual average unit costs of UGC-funded undergraduate programmes in the 2011/12, 2012/13, 2013/14 and 2014/15 academic years.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 56)Reply:

- a. The number of local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places by institution, broad academic programme category (APC) and admission route for the 2013/14 and 2014/15 academic years is at Annex.
- b. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items and reported by institutions. Based on the information as reported by the institutions, the average student unit costs of a publicly funded undergraduate place by broad APC for the 2011/12 to 2013/14 academic years are tabulated below. The average student unit cost for the 2014/15 academic year is not yet available.

Broad APC	Average Student Unit Cost (\$)		
	2011/12	2012/13	2013/14 (Note)
A. Medicine & Dentistry	585,000	485,000	442,000
B. Engineering & Laboratory Based Studies	263,000	225,000	236,000
C. Others	199,000	175,000	182,000
Overall	233,000	203,000	209,000

Note: The average student unit cost for the 2013/14 academic year is a provisional figure.

**Number of Local Students Admitted to UGC-funded First-Year-First-Degree Programmes by  
Institution, Broad Academic Programme Category and Admission Route, 2013/14 to 2014/15  
Academic Years**

(Headcount)

Academic Year	Institution	Broad Academic Programme Category	Admission Route		Total
			JUPAS	Non-JUPAS	
2013/14	CityU	Medicine, Dentistry and Health	5	1	6
		Sciences	334	69	403
		Engineering and Technology	389	98	486
		Business and Management	518	165	683
		Social Sciences	248	81	328
		Arts and Humanities	164	47	211
	Sub-total		1 658	460	2 118
	HKBU	Medicine, Dentistry and Health	34	6	40
		Sciences	183	5	188
		Business and Management	171	48	219
		Social Sciences	343	22	364
		Arts and Humanities	264	52	316
		Education	63	17	80
	Sub-total		1 057	150	1 207
	LU	Business and Management	156	10	166
		Social Sciences	117	7	124
		Arts and Humanities	236	5	241
	Sub-total		509	22	531
	CUHK	Medicine, Dentistry and Health	381	152	532
		Sciences	499	67	566
		Engineering and Technology	326	104	430
		Business and Management	457	76	532
		Social Sciences	436	79	515
		Arts and Humanities	406	25	431
		Education	64	4	68
	Sub-total		2 568	506	3 074
	HKIEd	Sciences	72	13	84
		Business and Management	2	1	3
		Social Sciences	47	12	59
		Arts and Humanities	220	75	295
		Education	169	42	211
	Sub-total		510	142	652
	PolyU	Medicine, Dentistry and Health	531	75	606
		Sciences	226	42	268
		Engineering and Technology	550	85	635
		Business and Management	466	76	542
		Social Sciences	61	13	73
		Arts and Humanities	172	44	216
	Sub-total		2 005	335	2 340
	HKUST	Sciences	687	76	763

Academic Year	Institution	Broad Academic Programme Category	Admission Route		Total	
			JUPAS	Non-JUPAS		
		Engineering and Technology	135	27	162	
		Business and Management	218	31	250	
		Social Sciences	168	23	191	
		Arts and Humanities	429	50	480	
	Sub-total		1 637	208	1 845	
	HKU	Medicine, Dentistry and Health	414	159	573	
		Sciences	367	56	423	
		Engineering and Technology	404	147	550	
		Business and Management	231	56	287	
		Social Sciences	475	120	595	
		Arts and Humanities	286	92	377	
		Education	48	22	70	
		Sub-total		2 224	652	2 876
	All Institutions			12 168	2 475	14 643
	2014/15 <sup>#</sup>	CityU	Medicine, Dentistry and Health	5	1	6
			Sciences	310	81	390
			Engineering and Technology	382	94	476
Business and Management			530	168	698	
Social Sciences			252	82	334	
Arts and Humanities			161	47	208	
Sub-total		1 639	473	2 112		
HKBU		Medicine, Dentistry and Health	29	3	32	
		Sciences	180	4	184	
		Business and Management	184	29	213	
		Social Sciences	329	42	371	
		Arts and Humanities	271	46	317	
		Education	68	14	82	
Sub-total		1 061	138	1 199		
LU		Business and Management	163	8	171	
		Social Sciences	119	5	124	
		Arts and Humanities	244	5	249	
Sub-total		526	18	544		
CUHK		Medicine, Dentistry and Health	383	143	527	
		Sciences	519	50	569	
		Engineering and Technology	324	96	420	
		Business and Management	449	82	531	
		Social Sciences	446	68	513	
		Arts and Humanities	405	22	427	
		Education	62	3	64	
Sub-total		2 588	464	3 052		
HKIEd		Sciences	68	10	78	
		Social Sciences	61	10	71	
		Arts and Humanities	223	60	283	
	Education	195	42	237		
Sub-total		547	121	668		
PolyU	Medicine, Dentistry and Health	530	79	609		
	Sciences	233	39	272		

Academic Year	Institution	Broad Academic Programme Category	Admission Route		Total
			JUPAS	Non-JUPAS	
		Engineering and Technology	536	94	630
		Business and Management	451	93	544
		Social Sciences	60	12	73
		Arts and Humanities	159	56	215
	Sub-total		1 970	373	2 343
	HKUST	Sciences	483	43	526
		Engineering and Technology	475	76	551
		Business and Management	499	71	570
		Social Sciences	122	15	137
		Arts and Humanities	22	1	23
	Sub-total		1 601	206	1 807
	HKU	Medicine, Dentistry and Health	422	154	576
		Sciences	358	68	426
		Engineering and Technology	477	159	637
		Business and Management	237	52	289
		Social Sciences	484	135	619
		Arts and Humanities	340	65	405
		Education	52	21	73
	Sub-total		2 370	654	3 024
	<b>All Institutions</b>		<b>12 302</b>	<b>2 447</b>	<b>14 749</b>

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.

2. Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.

3. # Provisional figures.

4. Abbreviations:

JUPAS	Joint University Programmes Admissions System
CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

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**CONTROLLING OFFICER'S REPLY****EDB603****(Question Serial No. 3499)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The total number of students of the University Grants Committee (UGC)-funded programmes will drop from 93 763 in the 2014/15 academic year to 83 895 in the 2015/16 academic year, a decrease of nearly 10 000 students. It is shown in the Estimate that there will be a decrease in the number of students of various programmes. What are the reasons for the drastic decrease in the number of students of the UGC-funded programmes and how much will be saved?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 57)

Reply:

The University Grants Committee (UGC)-funded institutions may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. In respect of non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% consists of up to 4% within the UGC funded number and up to 16% outside the UGC-funded number (the so called "4%-in-16%-out" policy). Besides, it is noteworthy that, starting from the 2016/17 academic year, the "4%-in-16%-out" policy will be replaced by a "20%-out" policy, i.e. all new non-local students in sub-degree, undergraduate and taught postgraduate programmes will have to be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level. For research postgraduate (RPg) programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedures.

Over the years, institutions have been exercising this flexibility in over-enrollment in their UGC-funded programmes. As a result of over-enrollment, the actual number of students enrolled in UGC-funded programmes in the 2014/15 academic year was 93 763, while the total approved student number for that year was 82 866. The total approved student number in the 2015/16 academic year is 83 895, representing an increase of 1 029 as compared with the 2014/15 academic year. The actual number of students in the 2015/16 academic year will likely continue to exceed the approved student number target.

No additional expenditure was involved for over-enrolled students as institutions are expected to absorb the related cost.

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**CONTROLLING OFFICER'S REPLY****EDB604****(Question Serial No. 3822)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau/the University Grants Committee (UGC) advise of the following:

- (a) the number of publicly-funded, privately-funded and temporary hostel places provided by various tertiary institutions in Hong Kong (please list out by institution) and the ratio of hostel places allocated to local students and non-local students (please list out by institution) in the 2014/15 and 2015/16 academic years;
- (b) the number and location of hostel places under construction or under planning by the Education Bureau/UGC and various tertiary institutions, the expenditure involved and the completion timetable (please list out by institution).

Asked by: Hon MA Fung-kwok (Member Question No. 9)

Reply:

- (a) The number of hostel places available in the University Grants Committee (UGC)-funded institutions and the ratio of hostel places allocated to local and non-local students at the beginning of the 2014/15 academic year as advised by the UGC-funded institutions are at the **Annex**. Figures for the 2015/16 academic year are not yet available.
- (b) One publicly-funded hostel project, namely 8015EL "Tseung Kwan O Joint Student Hostel" with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is currently under construction for completion in late 2015. It will provide a total of 520 publicly-funded hostel places to be allocated to The Hong Kong University of Science and Technology and/or Hong Kong Baptist University having regard to the prevailing supply of and demand for publicly-funded hostel places at the respective institutions. Besides, another publicly-funded hostel project of The Chinese University of Hong Kong (CUHK) providing some 670 places with an estimated project cost of some \$473 million (excluding 25% contribution by institution) is planned for submission to the Finance Committee of the Legislative Council (FC) in the 2014-15 legislative session. Subject to the funding approval from FC, CUHK plans to commence construction works in the fourth quarter of 2015 for completion in the second quarter of 2018.

The UGC and the Government continue to work closely with institutions to meet the additional requirements for publicly-funded hostel places. Apart from the projects mentioned above, the UGC has provided support to ten hostel projects under planning by institutions, which will provide a total of some 9 400 publicly-funded hostel places. Of which, 5 600 places to be delivered in three projects from The University of Hong Kong, as well as one each from CUHK, HKUST and City University of Hong Kong, are undergoing the detailed design stage. Institutions involved will seek funding support

under the established mechanism. The rest of the 3 800 places will be delivered in four capital projects, two from CUHK, and one each from HKBU and The Hong Kong Polytechnic University.



**(A) Hostel places available for allocation to students in UGC-funded institutions**

Institution	2014/15 academic year			
	Publicly-funded	Privately-funded	Temporary	Total
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 629	242	216	2 087
Lingnan University	1 300	1 170	101	2 571
The Chinese University of Hong Kong	5 534	2 593	488	8 615
The Hong Kong Institute of Education	2 000	0	220	2 220
The Hong Kong Polytechnic University	4 654	0	329	4 983
The Hong Kong University of Science and Technology	3 308	1 112	672	5 092
The University of Hong Kong	5 573	613	270	6 456
<b>Total</b>	<b>27 438</b>	<b>5 938</b>	<b>2 296</b>	<b>35 672</b>

**(B) Ratio of hostel places allocated to local and non-local students by UGC-funded institutions**

Institution	Ratio of hostel places allocated in the 2014/15 academic year	
	Local students	Non-local students
City University of Hong Kong	44%	56%
Hong Kong Baptist University	61%	39%
Lingnan University	74%	26%
The Chinese University of Hong Kong	61%	39%
The Hong Kong Institute of Education	81%	19%
The Hong Kong Polytechnic University	50%	50%
The Hong Kong University of Science and Technology	45%	55%
The University of Hong Kong	50%	50%
<b>Overall</b>	<b>56%</b>	<b>44%</b>

- End -

**CONTROLLING OFFICER'S REPLY****EDB605****(Question Serial No. 3829)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

1. Currently, how many social sciences research projects in progress are of long-term nature (i.e., for 3 years or more)? Please provide the topic, detailed description, funding period and level of funding support in respect of each project.
2. The governments of many developed countries provide funding for their universities to conduct general social surveys (including cross-sectional and longitudinal ones) with a large sample size on a regular basis. Since public money is used, the raw data of such surveys are made public for use by all sectors in the community (not only the academic sector). Does the University Grants Committee provide similar funding for the tertiary institutions in Hong Kong at present? If yes, please provide the theme, details, funding period, institution receiving the funding or target of the funding support, level of funding support in respect of the relevant projects. As the researches use public funds, have their raw data been made available for use by the public (not only the academic sector)? If yes, please also explain the reasons. If not, please provide the reasons and advise whether there will be any such plan in future.

Asked by: Hon MA Fung-kwok (Member Question No. 25)Reply:

1. Under the General Research Fund and Early Career Scheme, there are 94 (position as at 11 March 2015) on-going projects in social sciences subject having a duration of three years or more. Details of these projects including the titles, duration and amount awarded are listed at **Annex**. In view of the large number of projects involved, members are invited to visit the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>) for the detailed description of each project. As regards the other funding schemes, we do not have ready information on projects in social sciences subject.
2. The UGC does not have specific provision to support institutions to conduct general social surveys on a regular basis. The Research Grants Council (RGC) provides research grants to support academic research on a competitive basis. Principal Investigators (PIs) in receipt of RGC research grants may allocate resources to conduct surveys in the research projects. The RGC will not claim copyright or other intellectual property rights in output produced or products developed as a result of the RGC grants. To address the transparency and accountability issues of research grants, PIs are requested to provide layman summaries, objectives of the projects, research output including the list of conference papers/publications/journals, research findings and contact information in their completion reports which are accessible by the public on the RGC's website.

**List of on-going projects in social sciences subject with duration of 36 months or more****2011/12**

<b>Serial No.</b>	<b>Project title</b>	<b>Project duration (months)</b>	<b>Amount awarded (\$)</b>
1	Universal Quantification in Mandarin Chinese and Cantonese	36	697,277
2	Articulatory-Acoustic Relations in Cantonese Vowels	36	852,226
3	Residential Inequalities in Urban China under Spatial Restructuring	36	856,696
4	A multifractal approach to multiscale feature extraction in remotely sensed images	36	934,171
5	The Algorithm of Implementing Attentional Selection	36	1,007,176
6	High-depth re-sequencing of the candidate genes for ADHD	36	1,150,000
7	Trust in the Center in Contemporary China: Patterns, Significance and Dynamics of Change	36	1,150,000
8	Inequality across Counties in China: A Geospatial Analysis	36	1,117,430
9	Functional architecture of the human ventral visual pathway for object recognition	36	1,191,925
10	Reforming Service Organizations in China: A Longitudinal and Cross-Jurisdictional Study	36	595,963
11	Public Interest and Institutional Development in the Early Modern State: England (1550-1688), Japan (1700-1890), and China (1700-1890)	36	478,260
12	Partible Inheritance and Landed Wealth: Commercialization, Family Structure, and Distributive Consequences in Late Imperial China	36	969,384
13	Differentiating Community and Family Contextual Influences on Socioeconomic Attainment and Demographic Behavior: Shuangcheng, 1855-1911	36	1,260,460
14	Consequences of Internal and Cross-border Migration in China for Children: A Mainland-Hong Kong Comparison	36	1,150,000
15	Fear of crime and trust in crime control in Hong Kong	36	549,641
16	Learning Basic Sounds in L2: Chinese Speakers' Perception and Production of Stop Consonants in English	36	633,210
17	Coming home as strangers: A sociolinguistic ethnography of transnational bilinguals in Hong Kong	36	658,539
18	Understanding China's Emerging Philanthropic Culture	36	330,760
19	Examining allocation of attention and gaze behaviour as a function of movement specific reinvestment in older Hong Kong adults at risk of falling during locomotor navigation of obstacles in the environment.	36	893,944
20	Japanese Memories in Hong Kong: Oral History Interviews with the Pioneers who Introduced Japanese Products and Services to Hong Kong	36	342,679
21	Visual processing of 3D shape for grasping objects	36	893,944
22	Understanding Aborted Suicide Attempts: A Mixed-Methods Approach	36	618,312
23	Hong Kong students diagnosed with childhood dyslexia: What is and is not compensated?	36	1,266,421

<b>Serial No.</b>	<b>Project title</b>	<b>Project duration (months)</b>	<b>Amount awarded (\$)</b>
24	The Role of Social Cognition in Support Provision and Adjustment in Cancer Caregiving: A Longitudinal Analysis	36	1,122,110
<b><u>2012/13</u></b>			
25	Human Error Detection in Medical Devices	36	798,778
26	A Longitudinal Study of the Development of Career Self-efficacy among Chinese High School Students	36	610,363
27	Liberal education and the semester-long exchange program: Assessing the ‘whole person development’ of L2 sojourners from Greater China	36	1,438,366
28	World Chineses and Their Grammatical Variations: Empirical Studies based on Comparable Corpora	36	603,064
29	Complexity and simplicity in isolating languages	36	389,313
30	Toward a Cultural Approach to the Study of Perceived Control and Psychological Adjustment	36	577,512
31	The Co-development of Executive Function and Emotion Regulation in Chinese Preschoolers: Using Age-Sensitive Longitudinal Measures.	36	1,013,774
32	The neural effect of focused-attention meditation and loving-kindness meditation on attention and emotion perception	36	732,319
33	The role of optic flow in the control of locomotion toward a goal	36	613,637
34	Integration of visual information for perception of 3D shape	36	742,814
35	How does music notation reading experience influence word reading?	36	1,089,204
36	Speech-print awareness in Chinese word reading development	36	828,438
<b><u>2013/14</u></b>			
37	Exploring the impact of workers’ activism on workplace labour relations: case studies in Shenzhen and Suzhou	36	387,040
38	Divorce Law Practice and Gender Inequality in China	36	676,500
39	Asian Diseases in International Affairs	36	959,800
40	Democracy and its Discontents in Southeast Asia	36	853,920
41	Finding a Model for Urban Living: The Origins of Public Housing in China, 1920s – 1940s	36	778,310
42	Inter-city Access and Intra-city Agglomeration: An Empirical Analysis of the Spatial Impacts of High-Speed Rail (HSR) Terminal Development in Hong Kong and Selected Global Cities.	36	794,080
43	Collective Bargaining in China: Actors, Processes and Outcomes	36	495,380
44	Towards a Sociology of Nighttime: Impacts of the Night-Time Economy on Public Spaces, Sociopolitical Values, and Socioeconomic Stratification in China	36	220,200
45	Trans-local Parenting: How the Intersection of Social Structure and Individual Agency Reconstructs Parenthood among Migrant Workers in South China	36	542,025
46	The Sign We Trust – the Building of Social Consensus	36	521,400
47	Pay-for-grades, e-learning and Educational Outcomes: Experimental Evidences from China	36	1,204,988

<b>Serial No.</b>	<b>Project title</b>	<b>Project duration (months)</b>	<b>Amount awarded (\$)</b>
48	A General Framework for Uncertainty Analysis and Propagation in Geographical Information Systems	36	699,000
49	Proactive Collective Violence in Contemporary China: Causes, Dynamics and Consequences	36	813,888
50	Measuring the impact of the MTR West Island Line on public space and community life in Hong Kong's Western Districts	36	100,000
51	Public Enforcement of Securities Laws in China	36	734,750
52	Biosphere-Atmosphere Exchange of Greenhouse Gases in a Subtropical Mangrove Wetland in Hong Kong	48	1,749,000
53	A Longitudinal and Comparative Study of Corporate Compliance with Environmental Regulations in China	36	773,700
54	Rural China in Globalization: the Soybean Crisis and Its Everyday Impact	36	617,740
55	The Process of Economic Development in West Sichuan, China	36	780,000
56	Going Local While Going Global?: Chinese Enterprise Localization in Africa and in Comparative Perspective	36	731,868
57	Towards an International Arbitration Forum: A Comparative Study of the Arbitration Reform in China and Asia	36	600,000
58	Measuring and modelling Quality of Urban Life (QOUL) in Hong Kong – An Asian Perspective	36	755,000
59	China's Urbanization in Question: Mega Events, Overdrawn Capital, and Uneven Urban Transformation in the Beijing, Shanghai, and Guangzhou City-Regions	36	908,868
60	Choice Of Law Issues In Specified Areas Involving The PRC And Hong Kong	42	1,061,300
61	Rule of Law and Legal Culture	36	879,340
62	Institutional and cultural sensitivities of public willingness-to-pay for river restoration: A comparative contingent valuation study in Guangzhou (China) and Flanders (Belgium)	36	839,232
63	Judicial Deference in Constitutional Rights Adjudication: Constructing an Approach for Post-Handover Hong Kong	36	602,248
64	Universalism or Means-tested Benefits for Children and Single Mothers	36	1,592,500
<b><u>2014/15</u></b>			
65	Public Perceptions of Corruption in Hong Kong	36	663,500
66	Blood Money and Negotiated Justice in China	36	706,500
67	Coalitions of the "Weak": Fighting Pollution at China's Rural-Urban Interface	36	457,168
68	Restorative Justice and its relevance to Chinese culture: Implications of restorative justice practices in Chinese communities	36	738,800
69	Sino-African Relations in a Global Context: Rise and Limits of China's Influence in Sub-Saharan Africa	36	757,500
70	Cross-border production of vegetable for Hong Kong: The impact on	36	792,900

<b>Serial No.</b>	<b>Project title</b>	<b>Project duration (months)</b>	<b>Amount awarded (\$)</b>
	land, environment and the communities		
71	School-to-Work Transition in Urban China: High School Students from Urban Nanjing as a Case Study	36	479,000
72	Class and Transnational Mobility Dreams: A Multi-Sited Study of Mainland Chinese Families with Young Study Abroad Students	36	715,992
73	Rehousing Villagers in China's Urban Sprawl: Ningxia as a Case Study	36	412,596
74	The causes and effects of 'cracked trials': An empirical study in the Hong Kong Magistrates' Courts	36	512,000
75	Caught in Between: Mainland Chinese Marriage Migrants and Anti-Immigration Politics in Hong Kong	36	549,450
76	Raising children in Hong Kong: A mixed-methods study of generational shifts in parental beliefs and practices	36	1,252,656
77	Reliability and Error Analysis of Volunteered Geographic Information	36	746,988
78	Parametric studies of urban morphologies of high density cities and their air ventilation performance under neutral and unstable atmospheric conditions using advanced large-eddy simulations	36	1,523,012
79	Integrating spatio-temporal analysis and molecular epidemiology to study the transmission of tuberculosis in China	36	1,001,904
80	Planning post-earthquake Wenchuan: towards a resilience-based approach?	36	608,540
81	Individual, Acceptance and Commitment Therapy in smoking cessation for people with schizophrenia: A randomized control trial	36	950,000
82	Return Migration and Urbanization in China	36	1,293,000
83	Local Development and Ethnic Capital in China and India	36	970,000
84	Comparative Law of International Organizations: An Inductive Approach	36	1,183,768
85	Understanding Children's Independent Mobility and Their Road-crossing Ability: Challenges and Opportunities in Hong Kong	36	632,413
86	Mapping Colonial Justice in Early 20th Century Hong Kong (1900-1941): A Historical GIS Study	36	978,988
87	An Empirical and Comparative Study of Law Students' Perceptions of Their Values in Three Asian Common Law Jurisdictions: Hong Kong, Singapore and Malaysia	36	680,580
88	Constitutional Dialogue in Common Law Asia	36	675,920
89	Authoritarianism in a Quasi-Competitive Information Context: Internet Access to (Anti)Corruption News and Political Trust in China	36	509,200
90	Combating in-work Poverty in Hong Kong	36	968,000
91	Anatomy of a "Friendly Spy": Japan and Intra-alliance Intelligence with the United States	36	766,775
92	Turning Crises into Opportunities? Post-disaster Management in Contemporary China	36	1,017,000
93	Rethinking the Role of Regional Organisations for China's Stance on UN Intervention	36	250,000

<b>Serial No.</b>	<b>Project title</b>	<b>Project duration (months)</b>	<b>Amount awarded (\$)</b>
94	Longitudinal linkages between family income and learning outcomes among children: Testing two underlying mechanisms	36	659,408

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**CONTROLLING OFFICER'S REPLY**

**EDB606**

**(Question Serial No. 4467)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Will the Committee advise the following information:

- (a) the number of non-Chinese speaking students admitted into UGC-funded programmes through JUPAS not using Chinese Language qualifications (e.g. using other languages such as French, Urdu or Hindi), with a breakdown by qualifications of which language they used; and
- (b) the number of ethnic minority students admitted into UGC-funded programmes through JUPAS not using Chinese Language qualifications (e.g. using other languages such as French, Urdu or Hindi), with a breakdown by qualifications of which language they used.

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 90)

Reply:

In the 2012/13, 2013/14 and 2014/15 academic years, the University Grants Committee (UGC)-funded undergraduate programmes admitted 120, 113 and 104 non-Chinese speaking (NCS) students (i.e. local students whose ethnicity and/or spoken language at home are not Chinese) via the Joint University Programmes Admissions System (JUPAS) respectively. Information on the first year intakes of NCS students admitted via JUPAS by their known ethnicity is set out at Annex.

NCS students meeting prescribed circumstances are allowed to submit alternative qualifications in Chinese language (i.e. Chinese Language in General Certificate of Education (GCE) Examination, General Certificate of Secondary Education Examination (GCSE) or International GCSE (IGCSE)) in lieu of general Chinese language requirement through JUPAS for the purpose of satisfying minimum entrance requirements for admission. There is no breakdown information on the alternative Chinese language qualification of the NCS students.



**First Year Intakes of Non-Chinese Speaking Students Admitted to Full-time UGC-funded Undergraduate Programmes via JUPAS, 2012/13 to 2014/15**

headcount

Ethnicity	Academic Year/ Admission Qualification				
	2012/13*			2013/14	2014/15 <sup>#</sup>
	HKAL	HKDSE	Total	HKDSE	HKDSE
Chinese	29	34	63	41	55
Other parts of Asia	12	32	44	60	39
The rest of the world	3	6	9	11	9
Information on ethnicity is not provided	2	2	4	1	1
<b>Total</b>	<b>46</b>	<b>74</b>	<b>120</b>	<b>113</b>	<b>104</b>

Notes:

1. Non-Chinese speaking students refer to local students whose ethnicity and/or spoken language at home are not Chinese. Hence, students of Chinese ethnicity who do not speak Chinese at home are included.
2. The information is provided by the students upon admission to the institutions. There are students who choose not to provide information on their ethnicity.
3. \* To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. # Provisional figures.
5. '-' denotes 'nil'.

- End -

**CONTROLLING OFFICER'S REPLY****EDB607****(Question Serial No. 4082)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please list, by institution, the following details in respect of the First-Year-First-Degree programmes run by the University Grants Committee (UGC)-funded institutions in the past 5 years (2010/11 to 2014/15 academic years):

- (1) a breakdown, by programme and by academic qualification of students not admitted through the Joint University Programmes Admissions System (JUPAS), of the numbers and percentages of JUPAS and non-JUPAS students among the total enrolment;
- (2) a breakdown, by programme, of the numbers and percentages of local students, Mainland students and other non-local students among the total enrolment;
- (3) a breakdown, by programme and by year, of the numbers of students taking undergraduate programmes in each class and the numbers of students pursuing half-day and whole-day programmes; and
- (4) a breakdown, by programme, of the annual average unit costs of UGC-funded undergraduate programmes.

Asked by: Hon WONG Pik-wan, Helena (Member Question No. 49)Reply:

- (1) to (2) The approved student number targets and the number of local and non-local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places by institution, broad academic programme category (APC) and place of origin, for the 2010/11 to 2014/15 academic years are at Annex A. The number of local students admitted to the UGC-funded FYFD places by institution, broad APC and admission route from the 2010/11 to 2014/15 academic years is at Annex B.
- (3) The student enrolment of the UGC-funded undergraduate programmes by institution, broad APC and mode of study from the 2010/11 to 2014/15 academic years is at Annex C.
- (4) As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items and reported by institutions. Based on the information as reported by the institutions, the average student unit costs of publicly funded undergraduate places, by broad APC, for the 2010/11 to 2013/14 academic years are tabulated below, where the bulk is subsidised by Government subvention

with the remainder funded by income from tuition fee (i.e. \$42,100). The average student unit cost for the 2014/15 academic year is not yet available. As regards non-local students in the undergraduate programmes, who are primarily admitted through over-enrolment beyond approved student numbers, they are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

Broad APCs	Average Student Unit Cost (\$)			
	2010/11	2011/12	2012/13	2013/14 (Note 1)
A. Medicine & Dentistry	598,000	585,000	485,000	442,000
B. Engineering & Laboratory Based Studies	253,000	263,000	225,000	236,000
C. Others	188,000	199,000	175,000	182,000
Overall	222,000	233,000	203,000	209,000

Notes :

1. The average student unit costs for the 2013/14 academic year are provisional figures.
2. Student unit costs are affected by a variety of factors such as prevailing costs for different programmes and disciplines, student enrolment numbers, stages of development of individual institutions, etc.

**Approved Student Number Targets and Number of Local and Non-local Students Admitted to UGC-funded First-Year First-Degree Places  
by Institution, Broad Academic Programme Category and Place of Origin, 2010/11 to 2014/15**

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
2010/11	CityU	Sciences	399	373	(93.6%)	52	(13.1%)	3	(0.7%)	55	(13.7%)	428
		Engineering and Technology	480	493	(102.8%)	26	(5.5%)	7	(1.4%)	33	(6.9%)	526
		Business and management	753	728	(96.7%)	70	(9.3%)	27	(3.5%)	96	(12.8%)	825
		Social Sciences	335	340	(101.6%)	22	(6.4%)	12	(3.6%)	34	(10.0%)	373
		Arts and Humanities	196	184	(94.1%)	20	(10.4%)	2	(1.0%)	22	(11.4%)	207
	Sub-total		2 162	2 119	(98.0%)	190	(8.8%)	50	(2.3%)	240	(11.1%)	2 359
	HKBU	Medicine, Dentistry and Health	45	36	(80.0%)	9	(20.0%)	-	-	9	(20.0%)	45
		Sciences	235	222	(94.5%)	46	(19.6%)	-	-	46	(19.6%)	268
		Business and management	241	238	(98.9%)	28	(11.6%)	-	-	28	(11.6%)	266
		Social Sciences	381	380	(99.8%)	44	(11.6%)	2	(0.5%)	46	(12.2%)	426
		Arts and Humanities	290	312	(107.4%)	16	(5.4%)	-	-	16	(5.4%)	327
		Education	69	68	(98.6%)	2	(2.9%)	-	-	2	(2.9%)	70
	Sub-total		1 261	1 256	(99.6%)	145	(11.5%)	2	(0.2%)	147	(11.7%)	1 403
	LU	Business and management	201	180	(89.6%)	24	(11.9%)	1	(0.5%)	25	(12.4%)	205
		Social Sciences	139	128	(92.1%)	12	(8.6%)	3	(2.2%)	15	(10.8%)	143
		Arts and Humanities	260	259	(99.6%)	7	(2.7%)	2	(0.8%)	9	(3.5%)	268
	Sub-total		600	567	(94.5%)	43	(7.2%)	6	(1.0%)	49	(8.2%)	616
	CUHK	Medicine, Dentistry and Health	412	447	(108.5%)	3	(0.7%)	1	(0.2%)	4	(1.0%)	451
		Sciences	625	577	(92.4%)	66	(10.6%)	11	(1.7%)	77	(12.3%)	654
		Engineering and Technology	424	382	(90.2%)	50	(11.8%)	14	(3.4%)	64	(15.2%)	446
		Business and management	569	505	(88.8%)	111	(19.4%)	20	(3.6%)	131	(23.0%)	636
		Social Sciences	509	478	(93.9%)	42	(8.3%)	9	(1.8%)	51	(10.0%)	529
		Arts and Humanities	409	398	(97.2%)	8	(2.0%)	2	(0.5%)	10	(2.4%)	408
		Education	66	66	(99.2%)	-	-	-	-	-	-	66
	Sub-total		3 014	2 853	(94.7%)	280	(9.3%)	57	(1.9%)	337	(11.2%)	3 190
	HKIEd	Sciences	75	98	(123.7% <sup>&amp;</sup> )	5	(6.7% <sup>&amp;</sup> )	@	(0.4% <sup>&amp;</sup> )	6	(7.1% <sup>&amp;</sup> )	103
		Social Sciences	17	26	(143.6% <sup>&amp;</sup> )	2	(13.0% <sup>&amp;</sup> )	@	(1.3% <sup>&amp;</sup> )	3	(14.3% <sup>&amp;</sup> )	28
		Arts and Humanities	282	304	(104.5% <sup>&amp;</sup> )	29	(10.1% <sup>&amp;</sup> )	2	(0.7% <sup>&amp;</sup> )	31	(10.7% <sup>&amp;</sup> )	335
		Education	194	269	(106.5% <sup>&amp;</sup> )	15	(6.0% <sup>&amp;</sup> )	2	(0.6% <sup>&amp;</sup> )	17	(6.6% <sup>&amp;</sup> )	286
	Sub-total		568	696	(108.8% <sup>&amp;</sup> )	52	(8.1% <sup>&amp;</sup> )	4	(0.6% <sup>&amp;</sup> )	56	(8.8% <sup>&amp;</sup> )	752

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	PolyU	Medicine, Dentistry and Health	434	426	(98.1%)	6	(1.4%)	6	(1.4%)	12	(2.8%)	438	
		Sciences	283	287	(101.3%)	34	(11.8%)	4	(1.3%)	37	(13.2%)	324	
		Engineering and Technology	706	708	(100.2%)	88	(12.5%)	9	(1.3%)	97	(13.8%)	805	
		Business and management	581	584	(100.6%)	108	(18.5%)	22	(3.8%)	129	(22.3%)	713	
		Social Sciences	63	64	(101.6%)	1	(1.6%)	1	(1.6%)	2	(3.2%)	66	
		Arts and Humanities	237	232	(97.7%)	15	(6.2%)	6	(2.7%)	21	(8.8%)	253	
	Sub-total		2 304	2 300	(99.8%)	251	(10.9%)	48	(2.1%)	299	(13.0%)	2 599	
	HKUST	Sciences	499	503	(100.8%)	43	(8.6%)	14	(2.9%)	57	(11.4%)	560	
		Engineering and Technology	595	594	(99.8%)	44	(7.3%)	72	(12.1%)	115	(19.4%)	709	
		Business and management	690	630	(91.3%)	43	(6.3%)	44	(6.4%)	87	(12.6%)	718	
		Social Sciences	53	30	(57.1%)	11	(19.7%)	2	(3.8%)	13	(23.5%)	43	
		Arts and Humanities	13	-	-	-	-	-	-	-	-	-	
		Education	5	4	(85.0%)	-	-	-	-	-	-	4	
	Sub-total		1 855	1 762	(95.0%)	140	(7.5%)	132	(7.1%)	272	(14.7%)	2 034	
	HKU	Medicine, Dentistry and Health	487	483	(99.2%)	2	(0.4%)	10	(2.1%)	12	(2.5%)	495	
		Sciences	440	380	(86.4%)	51	(11.7%)	12	(2.6%)	63	(14.3%)	443	
		Engineering and Technology	594	516	(87.0%)	47	(8.0%)	46	(7.7%)	93	(15.7%)	609	
		Business and management	251	264	(105.2%)	72	(28.9%)	46	(18.2%)	118	(47.1%)	382	
		Social Sciences	565	547	(96.8%)	98	(17.4%)	50	(8.9%)	148	(26.3%)	695	
		Arts and Humanities	373	348	(93.2%)	9	(2.5%)	12	(3.3%)	22	(5.8%)	370	
		Education	106	103	(97.8%)	2	(2.1%)	1	(0.7%)	3	(2.8%)	106	
	Sub-total		2 816	2 642	(93.8%)	283	(10.1%)	176	(6.3%)	459	(16.3%)	3 101	
All Institutions			14 580	14 195	(97.4%)	1 384	(9.5%)	475	(3.3%)	1 859	(12.7%)	16 054	
2011/12	CityU	Sciences	399	379	(95.0%)	43	(10.7%)	1	(0.3%)	44	(11.0%)	423	
		Engineering and Technology	480	487	(101.5%)	38	(7.9%)	11	(2.4%)	49	(10.3%)	536	
		Business and management	753	725	(96.3%)	65	(8.6%)	30	(3.9%)	94	(12.5%)	819	
		Social Sciences	335	334	(99.9%)	21	(6.4%)	7	(2.0%)	28	(8.4%)	362	
		Arts and Humanities	196	189	(96.5%)	21	(10.5%)	3	(1.5%)	24	(12.0%)	213	
	Sub-total		2 162	2 114	(97.8%)	187	(8.6%)	52	(2.4%)	239	(11.1%)	2 353	
	HKBU	Medicine, Dentistry and Health	45	37	(82.2%)	8	(17.8%)	-	-	8	(17.8%)	45	
		Sciences	235	223	(94.9%)	43	(18.3%)	-	-	43	(18.3%)	266	
		Business and management	241	238	(98.7%)	33	(13.6%)	1	(0.4%)	34	(14.0%)	272	
		Social Sciences	381	376	(98.6%)	45	(11.8%)	1	(0.3%)	46	(12.1%)	422	
		Arts and Humanities	290	310	(107.1%)	14	(4.8%)	1	(0.3%)	15	(5.2%)	326	
		Education	69	68	(98.6%)	3	(4.3%)	-	-	3	(4.3%)	71	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
	Sub-total		1 261	1 252	(99.3%)	146	(11.6%)	3	(0.2%)	149	(11.8%)	1 401
	LU	Business and management	192	176	(91.7%)	19	(9.9%)	4	(2.1%)	23	(12.0%)	199
		Social Sciences	132	126	(95.5%)	7	(5.3%)	1	(0.8%)	8	(6.1%)	134
		Arts and Humanities	256	256	(100.0%)	5	(2.0%)	2	(0.8%)	7	(2.7%)	263
	Sub-total		580	558	(96.2%)	31	(5.3%)	7	(1.2%)	38	(6.6%)	596
	CUHK	Medicine, Dentistry and Health	412	461	(111.9%)	1	(0.2%)	-	-	1	(0.2%)	462
		Sciences	627	582	(92.8%)	73	(11.6%)	26	(4.1%)	98	(15.6%)	680
		Engineering and Technology	424	365	(86.1%)	48	(11.2%)	18	(4.3%)	66	(15.5%)	430
		Business and management	569	527	(92.6%)	123	(21.6%)	31	(5.5%)	154	(27.1%)	682
		Social Sciences	509	496	(97.4%)	40	(7.9%)	11	(2.2%)	51	(10.0%)	547
		Arts and Humanities	414	406	(98.2%)	5	(1.2%)	3	(0.7%)	8	(1.9%)	414
		Education	71	69	(97.9%)	-	-	-	-	-	-	69
	Sub-total		3 025	2 906	(96.1%)	289	(9.6%)	89	(2.9%)	378	(12.5%)	3 284
	HKIEd	Sciences	75	76	(96.9% <sup>&amp;</sup> )	5	(6.7% <sup>&amp;</sup> )	@	*	5	(6.7% <sup>&amp;</sup> )	81
		Social Sciences	18	24	(127.1% <sup>&amp;</sup> )	3	(18.3% <sup>&amp;</sup> )	@	*	3	(18.3% <sup>&amp;</sup> )	28
		Arts and Humanities	296	443	(146.4% <sup>&amp;</sup> )	33	(11.0% <sup>&amp;</sup> )	1	(0.2% <sup>&amp;</sup> )	34	(11.2% <sup>&amp;</sup> )	477
		Education	222	280	(99.3% <sup>&amp;</sup> )	13	(4.6% <sup>&amp;</sup> )	@	(0.1% <sup>&amp;</sup> )	13	(4.7% <sup>&amp;</sup> )	294
	Sub-total		610	823	(120.7% <sup>&amp;</sup> )	55	(8.1% <sup>&amp;</sup> )	1	(0.1% <sup>&amp;</sup> )	56	(8.2% <sup>&amp;</sup> )	879
	PolyU	Medicine, Dentistry and Health	434	429	(99.0%)	7	(1.5%)	5	(1.2%)	12	(2.7%)	441
		Sciences	284	284	(100.1%)	33	(11.6%)	4	(1.2%)	37	(12.9%)	321
		Engineering and Technology	706	717	(101.5%)	80	(11.4%)	12	(1.7%)	92	(13.1%)	809
		Business and management	582	595	(102.2%)	112	(19.2%)	45	(7.7%)	156	(26.9%)	751
		Social Sciences	63	65	(103.2%)	2	(3.2%)	1	(1.6%)	3	(4.8%)	68
		Arts and Humanities	237	235	(99.2%)	7	(2.8%)	10	(4.0%)	16	(6.8%)	251
	Sub-total		2 306	2 325	(100.8%)	240	(10.4%)	76	(3.3%)	316	(13.7%)	2 641
	HKUST	Sciences	502	526	(104.9%)	58	(11.5%)	28	(5.5%)	85	(17.0%)	612
		Engineering and Technology	586	581	(99.1%)	51	(8.6%)	58	(9.9%)	109	(18.5%)	689
		Business and management	693	675	(97.5%)	51	(7.4%)	55	(8.0%)	107	(15.4%)	782
		Social Sciences	57	47	(82.7%)	10	(16.8%)	7	(12.0%)	16	(28.8%)	63
		Arts and Humanities	15	16	(103.3%)	-	-	2	(13.3%)	2	(13.3%)	18
		Education	5	4	(85.0%)	-	-	-	-	-	-	4
	Sub-total		1 857	1 849	(99.6%)	169	(9.1%)	150	(8.1%)	319	(17.2%)	2 168
	HKU	Medicine, Dentistry and Health	487	496	(101.8%)	-	-	4	(0.8%)	4	(0.8%)	500
		Sciences	440	401	(91.0%)	48	(11.0%)	15	(3.3%)	63	(14.3%)	464

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
		Engineering and Technology	594	466	(78.5%)	78	(13.2%)	63	(10.6%)	141	(23.8%)	608	
		Business and management	251	276	(109.7%)	67	(26.7%)	45	(18.0%)	112	(44.8%)	388	
		Social Sciences	567	546	(96.3%)	87	(15.3%)	67	(11.8%)	154	(27.1%)	699	
		Arts and Humanities	374	334	(89.3%)	13	(3.3%)	16	(4.3%)	29	(7.7%)	363	
		Education	106	101	(95.8%)	2	(1.7%)	4	(3.8%)	6	(5.5%)	107	
	Sub-total		2 819	2 620	(92.9%)	295	(10.5%)	214	(7.6%)	509	(18.1%)	3 129	
All Institutions			14 620	14 447	(98.8%)	1 412	(9.7%)	592	(4.0%)	2 004	(13.6%)	16 451	
2012/13 (3-year programme)	CityU	Sciences	404	388	(96.0%)	50	(12.5%)	4	(0.9%)	54	(13.4%)	442	
		Engineering and Technology	466	472	(101.4%)	26	(5.6%)	12	(2.5%)	38	(8.1%)	510	
		Business and management	727	701	(96.4%)	68	(9.3%)	26	(3.6%)	94	(12.9%)	795	
		Social Sciences	324	301	(92.9%)	27	(8.4%)	8	(2.5%)	35	(10.8%)	336	
		Arts and Humanities	190	192	(100.8%)	21	(10.9%)	4	(2.3%)	25	(13.2%)	217	
			2 111	2 054	(97.3%)	192	(9.1%)	54	(2.6%)	246	(11.7%)	2 300	
	HKBU	Medicine, Dentistry and Health	45	41	(91.1%)	8	(17.8%)	1	(2.2%)	9	(20.0%)	50	
		Sciences	235	214	(91.1%)	50	(21.3%)	1	(0.4%)	51	(21.7%)	265	
		Business and management	241	239	(99.2%)	33	(13.5%)	1	(0.4%)	34	(13.9%)	273	
		Social Sciences	380	371	(97.5%)	45	(11.7%)	2	(0.5%)	47	(12.3%)	417	
		Arts and Humanities	290	315	(108.7%)	18	(6.2%)	-	-	18	(6.2%)	333	
		Education	75	76	(101.3%)	3	(4.0%)	-	-	3	(4.0%)	79	
	Sub-total		1 266	1 256	(99.2%)	156	(12.3%)	5	(0.4%)	161	(12.7%)	1 417	
	LU	Business and management	179	172	(96.1%)	2	(1.1%)	5	(2.8%)	7	(3.9%)	179	
		Social Sciences	124	123	(99.2%)	-	-	-	-	-	-	123	
		Arts and Humanities	250	249	(99.6%)	-	-	-	-	-	-	249	
	Sub-total		553	544	(98.4%)	2	(0.4%)	5	(0.9%)	7	(1.3%)	551	
	CUHK	Medicine, Dentistry and Health	522	519	(99.5%)	4	(0.8%)	2	(0.4%)	6	(1.1%)	525	
		Sciences	611	554	(90.7%)	84	(13.7%)	17	(2.8%)	101	(16.5%)	655	
		Engineering and Technology	439	405	(92.3%)	43	(9.7%)	9	(2.0%)	52	(11.7%)	457	
		Business and management	588	489	(83.2%)	119	(20.2%)	20	(3.4%)	139	(23.6%)	627	
		Social Sciences	516	490	(95.1%)	37	(7.3%)	10	(1.8%)	47	(9.1%)	537	
		Arts and Humanities	413	423	(102.3%)	16	(3.9%)	12	(2.8%)	28	(6.7%)	450	
		Education	70	69	(98.3%)	-	-	-	-	-	-	69	
	Sub-total		3 159	2 949	(93.4%)	303	(9.6%)	69	(2.2%)	372	(11.8%)	3 321	
	HKIEd	Sciences	75	79	(105.8%)	1	(1.0%)	-	-	1	(1.0%)	80	
		Business and management	1	2	(447.3%)	-	-	-	-	-	-	2	
		Social Sciences	21	21	(99.0%)	@	(0.2%)	-	-	@	(0.2%)	21	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Arts and Humanities	295	310	(105.0%)	@	(0.2%)	-	-	@	(0.2%)	310
		Education	230	236	(102.7%)	1	(0.3%)	-	-	1	(0.3%)	237
	Sub-total		621	648	(104.4%)	2	(0.3%)	-	-	2	(0.3%)	650
	PolyU	Medicine, Dentistry and Health	620	616	(99.4%)	2	(0.3%)	3	(0.5%)	5	(0.8%)	62
		Sciences	275	275	(100.2%)	30	(11.0%)	7	(2.4%)	37	(13.4%)	312
		Engineering and Technology	689	702	(101.9%)	87	(12.6%)	23	(3.4%)	110	(16.0%)	812
		Business and management	582	598	(102.7%)	108	(18.5%)	48	(8.3%)	156	(26.8%)	753
		Social Sciences	63	61	(96.8%)	3	(4.8%)	-	-	3	(4.8%)	64
		Arts and Humanities	232	232	(100.3%)	10	(4.2%)	13	(5.5%)	22	(9.7%)	255
	Sub-total		2 460	2 484	(101.0%)	239	(9.7%)	94	(3.8%)	333	(13.5%)	2 817
	HKUST	Sciences	516	509	(98.7%)	54	(10.4%)	35	(6.8%)	89	(17.2%)	598
		Engineering and Technology	594	541	(91.0%)	48	(8.1%)	51	(8.6%)	100	(16.8%)	640
		Business and management	705	656	(93.0%)	53	(7.5%)	71	(10.1%)	124	(17.6%)	780
		Social Sciences	57	48	(83.2%)	12	(20.6%)	4	(6.4%)	15	(27.0%)	63
		Arts and Humanities	16	21	(132.3%)	2	(12.9%)	1	(6.5%)	3	(19.4%)	24
		Sub-total		1 888	1 774	(94.0%)	169	(9.0%)	162	(8.6%)	331	(17.5%)
	HKU	Medicine, Dentistry and Health	542	550	(101.5%)	2	(0.4%)	2	(0.4%)	4	(0.7%)	554
		Sciences	448	359	(80.1%)	65	(14.5%)	14	(3.2%)	79	(17.7%)	438
		Engineering and Technology	592	465	(78.6%)	69	(11.6%)	71	(12.0%)	140	(23.6%)	605
		Business and management	270	250	(92.8%)	81	(29.9%)	46	(16.9%)	126	(46.8%)	377
		Social Sciences	608	526	(86.6%)	109	(18.0%)	59	(9.7%)	168	(27.7%)	695
		Arts and Humanities	376	352	(93.5%)	21	(5.5%)	7	(1.9%)	28	(7.3%)	379
		Education	106	96	(90.2%)	4	(4.2%)	4	(4.1%)	9	(8.2%)	105
	Sub-total		2 942	2 598	(88.3%)	351	(11.9%)	203	(6.9%)	554	(18.8%)	3 152
All Institutions			15 000	14 307	(95.4%)	1 414	(9.4%)	592	(3.9%)	2 006	(13.4%)	16 313
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	5	6	(113.6%)	@	(8.4%)	@	(4.6%)	1	(13.1%)	7
		Sciences	371	366	(98.7%)	43	(11.5%)	11	(3.0%)	54	(14.5%)	420
		Engineering and Technology	504	483	(95.8%)	40	(7.9%)	19	(3.7%)	58	(11.6%)	541
		Business and management	693	686	(99.0%)	69	(10.0%)	28	(4.1%)	97	(14.0%)	784
		Social Sciences	353	314	(88.8%)	30	(8.6%)	5	(1.4%)	35	(10.0%)	349
		Arts and Humanities	168	222	(131.9%)	22	(12.9%)	5	(2.7%)	26	(15.6%)	248
	Sub-total		2 095	2 077	(99.1%)	204	(9.7%)	68	(3.2%)	272	(13.0%)	2 349
	HKBU	Medicine, Dentistry and Health	45	37	(82.2%)	13	(28.9%)	-	-	13	(28.9%)	50
		Sciences	214	194	(90.6%)	51	(23.8%)	-	-	51	(23.8%)	245
		Business and management	246	222	(90.5%)	41	(16.6%)	-	-	41	(16.6%)	263



Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Social Sciences	355	378	(106.2%)	55	(15.6%)	-	-	55	(15.6%)	433
		Arts and Humanities	290	320	(110.4%)	25	(8.5%)	-	-	25	(8.5%)	345
		Education	73	76	(104.1%)	6	(8.2%)	-	-	6	(8.2%)	82
	Sub-total		1 223	1 227	(100.3%)	191	(15.6%)	-	-	191	(15.6%)	1 418
	LU	Business and management	177	166	(93.8%)	21	(11.9%)	2	(1.1%)	23	(13.0%)	189
		Social Sciences	128	122	(95.3%)	10	(7.8%)	1	(0.8%)	11	(8.6%)	133
		Arts and Humanities	248	240	(96.8%)	15	(6.0%)	-	-	15	(6.0%)	255
	Sub-total		553	528	(95.5%)	46	(8.3%)	3	(0.5%)	49	(8.9%)	577
	CUHK	Medicine, Dentistry and Health	522	527	(100.9%)	4	(0.9%)	1	(0.2%)	6	(1.1%)	532
		Sciences	619	573	(92.5%)	64	(10.3%)	9	(1.4%)	73	(11.8%)	645
		Engineering and Technology	480	449	(93.7%)	57	(11.8%)	8	(1.7%)	64	(13.5%)	514
		Business and management	589	524	(89.0%)	138	(23.4%)	37	(6.3%)	175	(29.7%)	699
		Social Sciences	540	514	(95.2%)	54	(10.1%)	19	(3.6%)	74	(13.7%)	588
		Arts and Humanities	430	425	(98.9%)	3	(0.7%)	6	(1.3%)	9	(2.0%)	434
		Education	68	72	(106.1%)	-	-	-	-	-	-	72
		Sub-total		3 247	3 084	(95.0%)	320	(9.9%)	80	(2.5%)	400	(12.3%)
	HKIED	Sciences	77	94	(122.0%)	6	(7.7%)	@	(0.3%)	6	(7.9%)	100
		Business and management	3	6	(241.1%)	@	(12.5%)	@	(2.2%)	@	(14.6%)	7
		Social Sciences	34	22	(63.9%)	2	(5.3%)	@	(0.6%)	2	(5.8%)	24
		Arts and Humanities	244	332	(135.9%)	26	(10.6%)	1	(0.4%)	27	(11.0%)	358
		Education	263	305	(115.9%)	22	(8.4%)	1	(0.2%)	23	(8.6%)	328
	Sub-total		621	759	(122.2%)	56	(9.0%)	2	(0.3%)	58	(9.3%)	817
	PolyU	Medicine, Dentistry and Health	611	619	(101.3%)	2	(0.3%)	-	-	2	(0.3%)	621
		Sciences	304	266	(87.6%)	37	(12.0%)	2	(0.7%)	39	(12.8%)	305
		Engineering and Technology	624	631	(101.1%)	87	(14.0%)	5	(0.8%)	92	(14.8%)	723
		Business and management	533	523	(98.2%)	147	(27.6%)	13	(2.5%)	161	(30.1%)	684
		Social Sciences	65	72	(109.7%)	2	(3.6%)	@	(0.7%)	3	(4.3%)	74
		Arts and Humanities	199	216	(108.3%)	9	(4.3%)	1	(0.4%)	9	(4.7%)	225
	Sub-total		2 337	2 327	(99.6%)	284	(12.2%)	22	(0.9%)	306	(13.1%)	2 633
	HKUST	Sciences	554	835	(150.7%)	67	(12.0%)	41	(7.4%)	108	(19.4%)	943
		Engineering and Technology	579	126	(21.8%)	10	(1.7%)	7	(1.2%)	17	(2.9%)	143
		Business and management	618	125	(20.2%)	11	(1.8%)	5	(0.9%)	16	(2.6%)	141
		Social Sciences	126	214	(169.5%)	18	(14.5%)	9	(6.9%)	27	(21.5%)	241
		Arts and Humanities	24	536	(2234.6%)	44	(181.3%)	25	(103.3%)	68	(284.6%)	605
	Sub-total		1 901	1 836	(96.6%)	149	(7.8%)	87	(4.6%)	236	(12.4%)	2 072

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	HKU	Medicine, Dentistry and Health	570	575	(100.9%)	2	(0.4%)	6	(1.1%)	8	(1.4%)	583	
		Sciences	461	398	(86.2%)	74	(16.1%)	23	(5.0%)	98	(21.1%)	495	
		Engineering and Technology	622	555	(89.3%)	92	(14.8%)	44	(7.1%)	136	(21.9%)	691	
		Business and management	272	290	(106.7%)	86	(31.5%)	38	(14.1%)	124	(45.6%)	415	
		Social Sciences	623	570	(91.5%)	108	(17.4%)	66	(10.6%)	174	(27.9%)	744	
		Arts and Humanities	403	370	(91.7%)	29	(7.1%)	13	(3.1%)	41	(10.2%)	411	
		Education	71	66	(92.8%)	2	(3.2%)	3	(3.9%)	5	(7.1%)	71	
	Sub-total		3 023	2 824	(93.4%)	393	(13.0%)	193	(6.4%)	586	(19.4%)	3 410	
All Institutions			15 000	14 662	(97.7%)	1 643	(11.0%)	455	(3.0%)	2 098	(14.0%)	16 760	
2013/14	CityU	Medicine, Dentistry and Health	5	6	(108.0%)	@	(8.7%)	@	(6.9%)	1	(15.6%)	7	
		Sciences	362	403	(111.6%)	50	(13.7%)	23	(6.4%)	73	(20.1%)	476	
		Engineering and Technology	515	486	(94.4%)	41	(8.0%)	31	(6.0%)	72	(14.0%)	558	
		Business and Management	693	683	(98.6%)	62	(9.0%)	72	(10.4%)	134	(19.4%)	817	
		Social Sciences	353	328	(93.0%)	30	(8.4%)	18	(5.0%)	47	(13.4%)	376	
		Arts and Humanities	167	211	(126.6%)	20	(11.8%)	7	(4.3%)	27	(16.1%)	238	
		Sub-total		2 095	2 118	(101.1%)	203	(9.7%)	151	(7.2%)	354	(16.9%)	2 472
	HKBU	Medicine, Dentistry and Health	45	40	(88.9%)	12	(26.7%)	-	-	12	(26.7%)	52	
		Sciences	214	188	(87.8%)	50	(23.4%)	1	(0.5%)	51	(23.8%)	239	
		Business and Management	246	219	(89.1%)	40	(16.2%)	4	(1.5%)	44	(17.7%)	263	
		Social Sciences	355	364	(102.5%)	57	(16.2%)	@	(0.1%)	58	(16.2%)	422	
		Arts and Humanities	290	316	(108.9%)	26	(8.9%)	-	-	26	(8.9%)	341	
		Education	73	80	(109.6%)	1	(1.4%)	-	-	1	(1.4%)	81	
	Sub-total		1 223	1 207	(98.7%)	186	(15.2%)	5	(0.4%)	191	(15.6%)	1 398	
	LU	Business and Management	177	166	(93.8%)	16	(9.0%)	3	(1.7%)	19	(10.7%)	185	
		Social Sciences	128	124	(96.9%)	8	(6.3%)	2	(1.6%)	10	(7.8%)	134	
		Arts and Humanities	248	241	(97.2%)	14	(5.6%)	-	-	14	(5.6%)	255	
	Sub-total		553	531	(96.0%)	38	(6.9%)	5	(0.9%)	43	(7.8%)	574	
	CUHK	Medicine, Dentistry and Health	522	532	(102.0%)	5	(0.9%)	4	(0.9%)	9	(1.7%)	541	
		Sciences	619	566	(91.5%)	58	(9.3%)	22	(3.5%)	79	(12.8%)	645	
		Engineering and Technology	480	430	(89.7%)	59	(12.3%)	25	(5.1%)	83	(17.4%)	513	
		Business and Management	589	532	(90.4%)	137	(23.3%)	59	(10.1%)	196	(33.3%)	729	
		Social Sciences	540	515	(95.4%)	52	(9.7%)	30	(5.6%)	83	(15.3%)	598	
		Arts and Humanities	430	431	(100.3%)	11	(2.4%)	16	(3.7%)	27	(6.2%)	458	
		Education	68	68	(99.5%)	1	(1.5%)	1	(0.7%)	2	(2.2%)	69	
	Sub-total		3 247	3 074	(94.7%)	322	(9.9%)	157	(4.8%)	479	(14.8%)	3 553	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students						Total
							The Mainland of China		Other Non-local Students		Sub-total		
	HKIEd	Sciences	77	84	(109.3%)	7	(8.5%)	@	(0.5%)	7	(9.1%)	91	
		Business and Management	3	3	(101.1%)	1	(25.3%)	@	(2.3%)	1	(27.5%)	3	
		Social Sciences	34	59	(174.1%)	8	(24.7%)	1	(1.8%)	9	(26.5%)	68	
		Arts and Humanities	244	295	(121.0%)	34	(14.1%)	3	(1.1%)	37	(15.2%)	332	
		Education	263	211	(80.1%)	28	(10.6%)	1	(0.5%)	29	(11.1%)	240	
	Sub-total		621	652	(105.0%)	78	(12.6%)	5	(0.8%)	83	(13.4%)	735	
	PolyU	Medicine, Dentistry and Health	611	606	(99.1%)	2	(0.3%)	1	(0.2%)	3	(0.5%)	609	
		Sciences	304	268	(88.2%)	38	(12.4%)	10	(3.4%)	48	(15.8%)	316	
		Engineering and Technology	624	635	(101.7%)	106	(17.0%)	18	(2.8%)	124	(19.8%)	758	
		Business and Management	533	542	(101.7%)	130	(24.4%)	63	(11.9%)	194	(36.4%)	735	
		Social Sciences	65	73	(112.3%)	1	(1.6%)	2	(2.7%)	3	(4.3%)	76	
		Arts and Humanities	199	216	(108.2%)	8	(4.1%)	6	(2.9%)	14	(7.0%)	230	
	Sub-total		2 337	2 340	(100.1%)	285	(12.2%)	100	(4.3%)	385	(16.5%)	2 725	
	HKUST	Sciences	554	763	(137.7%)	73	(13.2%)	86	(15.5%)	159	(28.7%)	922	
		Engineering and Technology	579	162	(28.0%)	14	(2.5%)	18	(3.1%)	32	(5.6%)	194	
		Business and Management	618	250	(40.4%)	22	(3.6%)	26	(4.3%)	48	(7.9%)	298	
		Social Sciences	126	191	(151.2%)	17	(13.6%)	21	(16.7%)	38	(30.4%)	229	
		Arts and Humanities	24	480	(1998.4%)^	45	(188.2%)	55	(227.8%)	100	(416.0%)^	579	
	Sub-total		1 901	1 845	(97.1%)	172	(9.0%)	206	(10.8%)	378	(19.9%)	2 223	
	HKU	Medicine, Dentistry and Health	570	573	(100.5%)	1	(0.2%)	2	(0.4%)	3	(0.5%)	576	
		Sciences	461	423	(91.7%)	57	(12.3%)	26	(5.6%)	83	(17.9%)	506	
		Engineering and Technology	622	550	(88.5%)	70	(11.2%)	46	(7.3%)	115	(18.6%)	666	
		Business and Management	272	287	(105.4%)	76	(27.9%)	49	(17.8%)	125	(45.8%)	411	
		Social Sciences	623	595	(95.5%)	113	(18.1%)	70	(11.2%)	182	(29.2%)	778	
		Arts and Humanities	403	377	(93.6%)	13	(3.2%)	9	(2.2%)	22	(5.4%)	399	
		Education	71	70	(98.5%)	1	(1.7%)	2	(3.0%)	3	(4.7%)	73	
	Sub-total		3 023	2 876	(95.1%)	330	(10.9%)	203	(6.7%)	533	(17.6%)	3 409	
All Institutions			15 000	14 643	(97.6%)	1 614	(10.8%)	832	(5.5%)	2 446	(16.3%)	17 089	
2014/15#	CityU	Medicine, Dentistry and Health	5	6	(104.4%)	@	(8.7%)	1	(9.7%)	1	(18.4%)	6	
		Sciences	355	391	(109.9%)	46	(12.9%)	28	(8.0%)	74	(20.8%)	465	
		Engineering and Technology	526	476	(90.4%)	39	(7.5%)	33	(6.4%)	73	(13.8%)	548	
		Business and Management	693	698	(100.7%)	70	(10.1%)	64	(9.2%)	134	(19.3%)	832	
		Social Sciences	352	334	(95.1%)	28	(8.0%)	13	(3.8%)	42	(11.8%)	376	
		Arts and Humanities	164	208	(127.0%)	19	(11.7%)	12	(7.2%)	31	(19.0%)	239	
	Sub-total		2 095	2 112	(100.8%)	203	(9.7%)	151	(7.2%)	354	(16.9%)	2 466	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students			Non-local Students					Total	
							The Mainland of China		Other Non-local Students		Sub-total		
	HKBU	Medicine, Dentistry and Health	45	32	(71.1%)	12	(26.7%)	1	(2.2%)	13	(28.9%)	45	
		Sciences	214	184	(86.0%)	53	(24.8%)	2	(0.9%)	55	(25.7%)	239	
		Business and Management	246	213	(86.7%)	44	(18.1%)	2	(0.8%)	46	(18.9%)	259	
		Social Sciences	355	371	(104.4%)	60	(16.9%)	1	(0.3%)	61	(17.2%)	432	
		Arts and Humanities	290	317	(109.3%)	27	(9.4%)	-	-	27	(9.4%)	344	
		Education	73	82	(112.3%)	-	-	-	-	-	-	82	
	Sub-total			1 223	1 199	(98.0%)	197	(16.1%)	6	(0.5%)	203	(16.6%)	1 402
	LU	Business and Management	177	171	(96.6%)	17	(9.6%)	2	(1.1%)	19	(10.7%)	190	
		Social Sciences	128	124	(96.8%)	9	(7.0%)	1	(0.8%)	10	(7.8%)	134	
		Arts and Humanities	248	249	(100.4%)	10	(4.0%)	2	(0.8%)	12	(4.8%)	261	
	Sub-total			553	544	(98.4%)	36	(6.5%)	5	(0.9%)	41	(7.4%)	585
	CUHK	Medicine, Dentistry and Health	522	527	(100.9%)	5	(1.1%)	3	(0.5%)	8	(1.6%)	535	
		Sciences	619	569	(92.0%)	65	(10.6%)	22	(3.6%)	88	(14.2%)	657	
		Engineering and Technology	480	420	(87.6%)	58	(12.1%)	26	(5.4%)	84	(17.5%)	504	
		Business and Management	589	531	(90.2%)	125	(21.3%)	49	(8.4%)	175	(29.6%)	706	
		Social Sciences	540	513	(95.1%)	57	(10.5%)	32	(6.0%)	89	(16.5%)	602	
		Arts and Humanities	430	427	(99.2%)	13	(2.9%)	18	(4.2%)	31	(7.1%)	457	
		Education	68	64	(94.8%)	-	-	-	-	-	-	64	
	Sub-total			3 247	3 052	(94.0%)	323	(9.9%)	151	(4.7%)	474	(14.6%)	3 526
	HKIEd	Sciences	77	78	(100.4%)	8	(9.8%)	@	(0.3%)	8	(10.0%)	85	
		Business and Management	3	-	-	-	-	-	-	-	-	-	
		Social Sciences	34	71	(208.8%)	15	(43.7%)	@	(1.4%)	15	(45.1%)	86	
		Arts and Humanities	244	283	(115.8%)	30	(12.3%)	3	(1.3%)	33	(13.7%)	316	
		Education	263	237	(90.0%)	24	(9.3%)	2	(0.8%)	27	(10.1%)	264	
	Sub-total			621	668	(107.5%)	77	(12.4%)	6	(1.0%)	83	(13.4%)	751
	PolyU	Medicine, Dentistry and Health	611	609	(99.6%)	1	(0.2%)	4	(0.7%)	5	(0.8%)	614	
		Sciences	304	272	(89.4%)	33	(10.8%)	13	(4.2%)	46	(15.1%)	318	
		Engineering and Technology	624	630	(100.9%)	93	(14.9%)	24	(3.9%)	117	(18.8%)	747	
		Business and Management	533	544	(102.2%)	158	(29.7%)	70	(13.1%)	228	(42.8%)	773	
		Social Sciences	65	73	(111.0%)	2	(2.3%)	3	(4.9%)	5	(7.2%)	77	
		Arts and Humanities	199	215	(107.9%)	14	(7.1%)	5	(2.4%)	19	(9.6%)	234	
	Sub-total			2 337	2 343	(100.3%)	301	(12.9%)	119	(5.1%)	420	(18.0%)	2 763
	HKUST	Sciences	554	526	(94.9%)	50	(9.1%)	57	(10.3%)	107	(19.3%)	633	
		Engineering and Technology	579	551	(95.2%)	51	(8.8%)	65	(11.2%)	116	(20.0%)	667	
		Business and Management	618	570	(92.3%)	52	(8.4%)	66	(10.7%)	118	(19.0%)	688	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Social Sciences	126	137	(108.8%)	13	(10.2%)	15	(11.7%)	28	(21.9%)	165
		Arts and Humanities	24	23	(95.8%)	3	(10.4%)	2	(6.2%)	4	(16.7%)	27
		Sub-total	1 901	1 807	(95.1%)	168	(8.8%)	204	(10.7%)	372	(19.6%)	2 179
	HKU	Medicine, Dentistry and Health	570	576	(101.1%)	3	(0.5%)	6	(1.1%)	9	(1.6%)	585
		Sciences	461	426	(92.3%)	60	(12.9%)	33	(7.3%)	93	(20.2%)	519
		Engineering and Technology	622	637	(102.4%)	77	(12.4%)	59	(9.4%)	136	(21.8%)	773
		Business and Management	272	289	(106.0%)	79	(29.0%)	51	(18.9%)	131	(47.9%)	419
		Social Sciences	623	619	(99.2%)	104	(16.7%)	99	(15.9%)	203	(32.6%)	822
		Arts and Humanities	403	405	(100.4%)	18	(4.5%)	20	(4.9%)	38	(9.4%)	442
		Education	71	73	(103.4%)	-	-	4	(5.0%)	4	(5.0%)	77
		Sub-total	3 023	3 024	(100.0%)	341	(11.3%)	272	(9.0%)	613	(20.3%)	3 637
	All Institutions			15 000	14 749	(98.3%)	1 646	(11.0%)	914	(6.1%)	2 560	(17.1%)

#### Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- Overall enrolment of non-local students at undergraduate (Ug) level is subject to a maximum of 20% of the approved student number targets at the aggregate level. They are primarily admitted by over-enrolment outside the approved numbers.
- & For 2010/11 to 2011/12 academic years, HKIEd was approved using 72 extra intake places to admit students to its Bachelor of Education (Honours) (Early Childhood Education) programme. Hence, the ratios to approved student number targets reflect such extra places for the programme.
- ^ Under the new academic structure, institutions adopt broad-based admission and have introduced general education in junior years of Ug programmes. As such, there are wider variations in the distribution of students in individual APCs, especially among year 1 students.
- Figures in brackets denote the ratio to approved student number targets. With the introduction of new academic structure in 2012/13, interpretation of the percentages should be made in conjunction with the fact that figures on the approved student targets by APC refer to the preliminary planning when institutions submitted their Academic Programme Proposals in mid-2011. Institutions devised the programme curricula with finer details subsequently (and hence changes in the APC distributions), especially when institutions started to adopt broad-based admission and have introduced general education in junior years for the 4-year programmes as from 2012/13.
- Percentages may not add up to the corresponding totals owing to rounding.
- '-' denotes nil.
- # Figures for student intake are provisional.
- '@' denotes 'magnitude less than 0.5'.
- '\*' denotes 'less than 0.05%'.
- Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Number of Local Students Admitted to UGC-funded First-year-First-degree Places by Institution, Broad Academic Programme Category and Admission Route, 2010/11 to 2014/15**

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
2010/11	CityU	Sciences	306	(81.8%)	1	(0.2%)	51	(13.8%)	16	(4.2%)	373	(100.0%)
		Engineering and Technology	432	(87.5%)	2	(0.4%)	50	(10.1%)	10	(2.0%)	493	(100.0%)
		Business and management	555	(76.2%)	4	(0.5%)	117	(16.1%)	52	(7.2%)	728	(100.0%)
		Social Sciences	240	(70.7%)	11	(3.2%)	71	(21.0%)	17	(5.0%)	340	(100.0%)
		Arts and Humanities	147	(79.4%)	1	(0.3%)	32	(17.1%)	6	(3.1%)	184	(100.0%)
	Sub-total		1 679	(79.2%)	18	(0.8%)	321	(15.1%)	101	(4.8%)	2 119	(100.0%)
	HKBU	Medicine, Dentistry and Health	34	(94.4%)	-	-	-	-	2	(5.6%)	36	(100.0%)
		Sciences	183	(82.4%)	1	(0.5%)	22	(9.9%)	16	(7.2%)	222	(100.0%)
		Business and management	219	(92.0%)	1	(0.4%)	8	(3.4%)	10	(4.2%)	238	(100.0%)
		Social Sciences	349	(91.7%)	2	(0.5%)	16	(4.2%)	14	(3.6%)	380	(100.0%)
		Arts and Humanities	283	(90.9%)	-	-	18	(5.8%)	10	(3.4%)	312	(100.0%)
		Education	54	(79.4%)	1	(1.5%)	3	(4.4%)	10	(14.7%)	68	(100.0%)
	Sub-total		1 122	(89.3%)	5	(0.4%)	67	(5.3%)	62	(4.9%)	1 256	(100.0%)
	LU	Business and management	167	(92.8%)	1	(0.6%)	11	(6.1%)	1	(0.6%)	180	(100.0%)
		Social Sciences	119	(93.0%)	1	(0.8%)	8	(6.3%)	-	-	128	(100.0%)
		Arts and Humanities	232	(89.6%)	3	(1.2%)	22	(8.5%)	2	(0.8%)	259	(100.0%)
	Sub-total		518	(91.4%)	5	(0.9%)	41	(7.2%)	3	(0.5%)	567	(100.0%)
	CUHK	Medicine, Dentistry and Health	365	(81.7%)	41	(9.2%)	3	(0.7%)	38	(8.5%)	447	(100.0%)
		Sciences	484	(83.8%)	27	(4.6%)	33	(5.7%)	34	(5.9%)	577	(100.0%)
		Engineering and Technology	309	(80.8%)	23	(6.0%)	34	(8.9%)	16	(4.2%)	382	(100.0%)
		Business and management	472	(93.4%)	29	(5.8%)	-	-	4	(0.8%)	505	(100.0%)
		Social Sciences	425	(88.9%)	34	(7.1%)	5	(1.0%)	14	(2.9%)	478	(100.0%)
		Arts and Humanities	369	(92.7%)	5	(1.3%)	9	(2.1%)	16	(3.9%)	398	(100.0%)
		Education	62	(93.4%)	-	-	4	(5.8%)	1	(0.8%)	66	(100.0%)
	Sub-total		2 485	(87.1%)	159	(5.6%)	87	(3.0%)	122	(4.3%)	2 853	(100.0%)
	HKIEd	Sciences	77	(79.1%)	@	*	20	(20.1%)	1	(0.8%)	98	(100.0%)
		Social Sciences	21	(81.8%)	@	*	5	(17.6%)	@	(0.6%)	26	(100.0%)
		Arts and Humanities	192	(63.2%)	1	(0.4%)	103	(33.8%)	8	(2.6%)	304	(100.0%)
		Education	199	(73.9%)	1	(0.2%)	66	(24.7%)	3	(1.2%)	269	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
	Sub-total		489	(70.2%)	2	(0.3%)	193	(27.7%)	12	(1.7%)	696	(100.0%)
	PolyU	Medicine, Dentistry and Health	388	(91.0%)	3	(0.6%)	34	(7.9%)	2	(0.5%)	426	(100.0%)
		Sciences	244	(85.1%)	3	(1.1%)	39	(13.8%)	-	-	287	(100.0%)
		Engineering and Technology	555	(78.5%)	4	(0.5%)	147	(20.7%)	2	(0.2%)	708	(100.0%)
		Business and management	477	(81.8%)	12	(2.0%)	86	(14.7%)	9	(1.5%)	584	(100.0%)
		Social Sciences	55	(85.9%)	-	-	9	(14.1%)	-	-	64	(100.0%)
		Arts and Humanities	139	(60.1%)	3	(1.2%)	82	(35.6%)	7	(3.1%)	232	(100.0%)
	Sub-total		1 859	(80.8%)	24	(1.0%)	397	(17.3%)	20	(0.9%)	2 300	(100.0%)
	HKUST	Sciences	466	(92.5%)	18	(3.6%)	15	(3.0%)	5	(0.9%)	503	(100.0%)
		Engineering and Technology	456	(76.8%)	16	(2.6%)	117	(19.7%)	6	(0.9%)	594	(100.0%)
		Business and management	534	(84.8%)	68	(10.8%)	@	*	28	(4.4%)	630	(100.0%)
		Social Sciences	28	(92.1%)	1	(4.1%)	@	(0.5%)	1	(3.3%)	30	(100.0%)
		Education	4	(100.0%)	-	-	-	-	-	-	4	(100.0%)
	Sub-total		1 488	(84.4%)	103	(5.8%)	132	(7.5%)	39	(2.2%)	1 762	(100.0%)
	HKU	Medicine, Dentistry and Health	351	(72.7%)	44	(9.1%)	56	(11.6%)	32	(6.6%)	483	(100.0%)
		Sciences	341	(89.6%)	11	(2.8%)	23	(6.0%)	6	(1.7%)	380	(100.0%)
		Engineering and Technology	405	(78.5%)	31	(5.9%)	75	(14.5%)	6	(1.1%)	516	(100.0%)
		Business and management	200	(75.8%)	42	(15.9%)	9	(3.4%)	13	(5.0%)	264	(100.0%)
		Social Sciences	406	(74.2%)	95	(17.3%)	26	(4.8%)	20	(3.6%)	547	(100.0%)
		Arts and Humanities	260	(74.7%)	34	(9.7%)	40	(11.4%)	14	(4.1%)	348	(100.0%)
		Education	57	(55.0%)	5	(5.1%)	35	(34.0%)	6	(5.9%)	103	(100.0%)
	Sub-total		2 020	(76.5%)	261	(9.9%)	264	(10.0%)	97	(3.7%)	2 642	(100.0%)
All Institutions			11 660	(82.1%)	577	(4.1%)	1 502	(10.6%)	456	(3.2%)	14 195	(100.0%)
2011/12	CityU	Sciences	313	(82.6%)	-	-	53	(14.0%)	13	(3.4%)	379	(100.0%)
		Engineering and Technology	423	(86.9%)	-	-	42	(8.6%)	22	(4.5%)	487	(100.0%)
		Business and management	564	(77.8%)	4	(0.6%)	114	(15.8%)	43	(5.9%)	725	(100.0%)
		Social Sciences	241	(72.2%)	16	(4.8%)	71	(21.1%)	6	(1.9%)	334	(100.0%)
		Arts and Humanities	148	(78.0%)	-	-	24	(12.9%)	17	(9.1%)	189	(100.0%)
	Sub-total		1 689	(79.9%)	20	(0.9%)	304	(14.4%)	101	(4.8%)	2 114	(100.0%)
	HKBU	Medicine, Dentistry and Health	32	(86.5%)	1	(2.7%)	-	-	4	(10.8%)	37	(100.0%)
		Sciences	170	(76.2%)	4	(1.8%)	28	(12.6%)	21	(9.4%)	223	(100.0%)
		Business and management	195	(82.1%)	3	(1.1%)	7	(3.0%)	33	(13.8%)	238	(100.0%)
		Social Sciences	339	(90.2%)	3	(0.9%)	23	(6.1%)	10	(2.8%)	376	(100.0%)
		Arts and Humanities	264	(84.9%)	1	(0.3%)	26	(8.4%)	20	(6.4%)	310	(100.0%)
		Education	51	(75.0%)	2	(2.9%)	5	(7.4%)	10	(14.7%)	68	(100.0%)



Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
	Sub-total		1 051	(83.9%)	14	(1.1%)	89	(7.1%)	98	(7.8%)	1 252	(100.0%)
	LU	Business and management	158	(89.8%)	2	(1.1%)	16	(9.1%)	-	-	176	(100.0%)
		Social Sciences	115	(91.3%)	-	-	10	(7.9%)	1	(0.8%)	126	(100.0%)
		Arts and Humanities	226	(88.3%)	2	(0.8%)	23	(9.0%)	5	(2.0%)	256	(100.0%)
	Sub-total		499	(89.4%)	4	(0.7%)	49	(8.8%)	6	(1.1%)	558	(100.0%)
	CUHK	Medicine, Dentistry and Health	381	(82.6%)	39	(8.5%)	3	(0.7%)	38	(8.2%)	461	(100.0%)
		Sciences	482	(82.8%)	31	(5.3%)	37	(6.3%)	32	(5.5%)	582	(100.0%)
		Engineering and Technology	284	(77.9%)	22	(6.0%)	48	(13.2%)	11	(2.9%)	365	(100.0%)
		Business and management	486	(92.2%)	34	(6.4%)	-	-	7	(1.4%)	527	(100.0%)
		Social Sciences	440	(88.7%)	42	(8.5%)	5	(1.0%)	9	(1.8%)	496	(100.0%)
		Arts and Humanities	375	(92.2%)	8	(1.8%)	14	(3.4%)	10	(2.5%)	406	(100.0%)
		Education	63	(90.1%)	1	(0.7%)	4	(6.3%)	2	(2.9%)	69	(100.0%)
		Sub-total		2 510	(86.4%)	176	(6.1%)	111	(3.8%)	109	(3.8%)	2 906
	HKIED	Sciences	66	(87.8%)	-	-	9	(11.8%)	@	(0.4%)	76	(100.0%)
		Social Sciences	22	(92.8%)	-	-	2	(7.1%)	@	(0.2%)	24	(100.0%)
		Arts and Humanities	360	(81.3%)	-	-	82	(18.6%)	@	(0.1%)	443	(100.0%)
		Education	231	(82.4%)	-	-	49	(17.4%)	@	(0.1%)	280	(100.0%)
	Sub-total		680	(82.6%)	-	-	142	(17.3%)	1	(0.1%)	823	(100.0%)
	PolyU	Medicine, Dentistry and Health	384	(89.4%)	3	(0.6%)	40	(9.4%)	3	(0.7%)	429	(100.0%)
		Sciences	238	(83.8%)	1	(0.4%)	45	(15.7%)	1	(0.2%)	284	(100.0%)
		Engineering and Technology	565	(78.8%)	7	(1.0%)	143	(20.0%)	2	(0.3%)	717	(100.0%)
		Business and management	484	(81.4%)	18	(3.0%)	86	(14.4%)	7	(1.2%)	595	(100.0%)
		Social Sciences	60	(92.3%)	-	-	5	(7.7%)	-	-	65	(100.0%)
		Arts and Humanities	140	(59.7%)	5	(1.9%)	87	(36.9%)	4	(1.5%)	235	(100.0%)
	Sub-total		1 871	(80.5%)	33	(1.4%)	405	(17.4%)	16	(0.7%)	2 325	(100.0%)
	HKUST	Sciences	487	(92.6%)	18	(3.4%)	12	(2.2%)	10	(1.9%)	526	(100.0%)
		Engineering and Technology	450	(77.5%)	23	(4.0%)	97	(16.6%)	11	(1.8%)	581	(100.0%)
		Business and management	558	(82.7%)	83	(12.4%)	-	-	34	(5.0%)	675	(100.0%)
		Social Sciences	43	(91.9%)	3	(6.1%)	-	-	1	(2.0%)	47	(100.0%)
		Arts and Humanities	15	(96.8%)	1	(3.2%)	-	-	-	-	16	(100.0%)
		Education	4	(100.0%)	-	-	-	-	-	-	4	(100.0%)
	Sub-total		1 558	(84.3%)	128	(6.9%)	108	(5.8%)	55	(3.0%)	1 849	(100.0%)
	HKU	Medicine, Dentistry and Health	376	(75.8%)	36	(7.3%)	42	(8.5%)	42	(8.5%)	496	(100.0%)
		Sciences	339	(84.6%)	20	(5.0%)	40	(9.9%)	2	(0.5%)	401	(100.0%)
		Engineering and Technology	351	(75.2%)	33	(7.1%)	80	(17.1%)	3	(0.7%)	466	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Business and management	207	(74.9%)	49	(17.7%)	10	(3.7%)	10	(3.7%)	276	(100.0%)
		Social Sciences	405	(74.1%)	100	(18.4%)	21	(3.9%)	20	(3.6%)	546	(100.0%)
		Arts and Humanities	253	(75.6%)	30	(8.9%)	40	(11.9%)	12	(3.7%)	334	(100.0%)
		Education	57	(56.1%)	9	(9.2%)	31	(31.0%)	4	(3.7%)	101	(100.0%)
	Sub-total		1 986	(75.8%)	277	(10.6%)	264	(10.1%)	93	(3.5%)	2 620	(100.0%)
All Institutions			11 844	(82.0%)	652	(4.5%)	1 472	(10.2%)	479	(3.3%)	14 447	(100.0%)
2012/13 (3-year programme)	CityU	Sciences	317	(81.8%)	2	(0.5%)	37	(9.6%)	31	(8.1%)	388	(100.0%)
		Engineering and Technology	415	(87.9%)	1	(0.2%)	39	(8.3%)	17	(3.6%)	472	(100.0%)
		Business and management	537	(76.6%)	5	(0.7%)	69	(9.8%)	90	(12.9%)	701	(100.0%)
		Social Sciences	213	(70.8%)	14	(4.6%)	54	(18.0%)	20	(6.5%)	301	(100.0%)
		Arts and Humanities	150	(78.4%)	-	-	35	(18.5%)	6	(3.1%)	192	(100.0%)
	Sub-total		1 633	(79.5%)	22	(1.1%)	235	(11.4%)	164	(8.0%)	2 054	(100.0%)
	HKBU	Medicine, Dentistry and Health	35	(85.4%)	2	(4.9%)	1	(2.4%)	3	(7.3%)	41	(100.0%)
		Sciences	173	(80.8%)	-	-	22	(10.3%)	19	(8.9%)	214	(100.0%)
		Business and management	162	(67.7%)	-	-	7	(3.1%)	70	(29.2%)	239	(100.0%)
		Social Sciences	339	(91.6%)	3	(0.8%)	15	(4.1%)	13	(3.5%)	371	(100.0%)
		Arts and Humanities	262	(83.0%)	11	(3.5%)	21	(6.8%)	21	(6.7%)	315	(100.0%)
		Education	55	(72.4%)	1	(1.3%)	9	(11.8%)	11	(14.5%)	76	(100.0%)
	Sub-total		1 026	(81.7%)	17	(1.4%)	76	(6.1%)	137	(10.9%)	1 256	(100.0%)
	LU	Business and management	150	(87.2%)	2	(1.2%)	18	(10.5%)	2	(1.2%)	172	(100.0%)
		Social Sciences	117	(95.1%)	-	-	5	(4.1%)	1	(0.8%)	123	(100.0%)
		Arts and Humanities	230	(92.4%)	1	(0.4%)	18	(7.2%)	-	-	249	(100.0%)
	Sub-total		497	(91.4%)	3	(0.6%)	41	(7.5%)	3	(0.6%)	544	(100.0%)
	CUHK	Medicine, Dentistry and Health	380	(73.1%)	53	(10.1%)	11	(2.1%)	76	(14.7%)	519	(100.0%)
		Sciences	447	(80.6%)	34	(6.1%)	42	(7.6%)	32	(5.7%)	554	(100.0%)
		Engineering and Technology	302	(74.5%)	20	(4.8%)	74	(18.3%)	10	(2.4%)	405	(100.0%)
		Business and management	433	(88.5%)	52	(10.7%)	-	-	4	(0.7%)	489	(100.0%)
		Social Sciences	424	(86.4%)	41	(8.3%)	17	(3.5%)	9	(1.8%)	490	(100.0%)
		Arts and Humanities	395	(93.4%)	7	(1.7%)	9	(2.1%)	12	(2.8%)	423	(100.0%)
		Education	64	(93.0%)	1	(0.7%)	3	(3.9%)	2	(2.4%)	69	(100.0%)
	Sub-total		2 443	(82.8%)	206	(7.0%)	156	(5.3%)	144	(4.9%)	2 949	(100.0%)
	HKIEd	Sciences	64	(80.8%)	@	*	14	(18.1%)	1	(1.1%)	79	(100.0%)
		Business and management	2	(94.8%)	-	-	@	(5.2%)	-	-	2	(100.0%)
		Social Sciences	18	(87.6%)	@	*	2	(12.1%)	@	(0.3%)	21	(100.0%)
		Arts and Humanities	249	(80.3%)	1	(0.4%)	57	(18.5%)	3	(0.8%)	310	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Education	193	(81.7%)	1	(0.3%)	41	(17.2%)	2	(0.7%)	236	(100.0%)
	Sub-total		526	(81.2%)	2	(0.3%)	115	(17.7%)	5	(0.8%)	648	(100.0%)
	PolyU	Medicine, Dentistry and Health	498	(80.8%)	6	(1.0%)	108	(17.5%)	4	(0.6%)	616	(100.0%)
		Sciences	228	(82.8%)	3	(1.0%)	44	(15.9%)	1	(0.4%)	275	(100.0%)
		Engineering and Technology	550	(78.4%)	10	(1.4%)	138	(19.7%)	4	(0.6%)	702	(100.0%)
		Business and management	466	(78.0%)	18	(3.1%)	106	(17.7%)	7	(1.2%)	598	(100.0%)
		Social Sciences	54	(88.5%)	-	-	7	(11.5%)	-	-	61	(100.0%)
		Arts and Humanities	154	(66.2%)	5	(2.3%)	70	(30.0%)	4	(1.5%)	232	(100.0%)
	Sub-total		1 950	(78.5%)	42	(1.7%)	472	(19.0%)	20	(0.8%)	2 484	(100.0%)
	HKUST	Sciences	482	(94.5%)	13	(2.6%)	8	(1.5%)	7	(1.4%)	509	(100.0%)
		Engineering and Technology	442	(81.8%)	17	(3.2%)	74	(13.7%)	7	(1.3%)	541	(100.0%)
		Business and management	560	(85.4%)	78	(11.9%)	@	*	18	(2.7%)	656	(100.0%)
		Social Sciences	45	(95.6%)	1	(3.0%)	@	(0.3%)	1	(1.1%)	48	(100.0%)
		Arts and Humanities	19	(92.7%)	1	(4.9%)	-	-	1	(2.4%)	21	(100.0%)
	Sub-total		1 548	(87.3%)	111	(6.3%)	82	(4.6%)	33	(1.9%)	1 774	(100.0%)
	HKU	Medicine, Dentistry and Health	392	(71.3%)	60	(10.9%)	45	(8.2%)	53	(9.6%)	550	(100.0%)
		Sciences	296	(82.4%)	46	(12.7%)	13	(3.8%)	4	(1.1%)	359	(100.0%)
		Engineering and Technology	412	(88.7%)	48	(10.4%)	4	(0.9%)	@	(0.1%)	465	(100.0%)
		Business and management	179	(71.5%)	67	(26.9%)	1	(0.4%)	3	(1.2%)	250	(100.0%)
		Social Sciences	383	(72.7%)	131	(24.9%)	5	(0.9%)	8	(1.6%)	526	(100.0%)
		Arts and Humanities	272	(77.3%)	26	(7.3%)	49	(13.9%)	5	(1.5%)	352	(100.0%)
		Education	45	(46.5%)	5	(5.7%)	41	(43.3%)	4	(4.5%)	96	(100.0%)
	Sub-total		1 978	(76.1%)	383	(14.7%)	159	(6.1%)	78	(3.0%)	2 598	(100.0%)
All Institutions			11 601	(81.1%)	786	(5.5%)	1 336	(9.3%)	584	(4.1%)	14 307	(100.0%)
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	6	(99.2%)	@	(0.3%)	-	-	@	(0.5%)	6	(100.0%)
		Sciences	363	(99.1%)	1	(0.2%)	1	(0.2%)	2	(0.6%)	366	(100.0%)
		Engineering and Technology	479	(99.2%)	1	(0.3%)	-	-	2	(0.5%)	483	(100.0%)
		Business and management	624	(90.8%)	1	(0.2%)	52	(7.5%)	10	(1.5%)	686	(100.0%)
		Social Sciences	263	(83.9%)	9	(3.0%)	36	(11.4%)	5	(1.7%)	314	(100.0%)
		Arts and Humanities	201	(90.7%)	1	(0.3%)	15	(6.7%)	5	(2.3%)	222	(100.0%)
	Sub-total		1 936	(93.2%)	13	(0.6%)	103	(5.0%)	25	(1.2%)	2 077	(100.0%)
	HKBU	Medicine, Dentistry and Health	37	(100.0%)	-	-	-	-	-	-	37	(100.0%)
		Sciences	194	(100.0%)	-	-	-	-	-	-	194	(100.0%)
		Business and management	222	(100.0%)	-	-	-	-	-	-	222	(100.0%)
Social Sciences		378	(100.0%)	-	-	-	-	-	-	378	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total		
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>				
		Arts and Humanities	320	(100.0%)	-	-	-	-	-	-	320	(100.0%)	
		Education	76	(100.0%)	-	-	-	-	-	-	76	(100.0%)	
	Sub-total		1 227	(100.0%)	-	-	-	-	-	-	1 227	(100.0%)	
	LU	Business and management	163	(98.2%)	-	-	-	-	3	(1.8%)	166	(100.0%)	
		Social Sciences	122	(100.0%)	-	-	-	-	-	-	122	(100.0%)	
		Arts and Humanities	240	(100.0%)	-	-	-	-	-	-	240	(100.0%)	
	Sub-total		525	(99.4%)	-	-	-	-	3	(0.6%)	528	(100.0%)	
	CUHK	Medicine, Dentistry and Health	448	(85.0%)	45	(8.6%)	1	(0.2%)	33	(6.3%)	527	(100.0%)	
		Sciences	565	(98.6%)	5	(0.9%)	-	-	3	(0.5%)	573	(100.0%)	
		Engineering and Technology	438	(97.4%)	7	(1.5%)	-	-	5	(1.1%)	449	(100.0%)	
		Business and management	474	(90.4%)	20	(3.7%)	2	(0.4%)	29	(5.5%)	524	(100.0%)	
		Social Sciences	472	(91.9%)	26	(5.0%)	1	(0.2%)	15	(2.9%)	514	(100.0%)	
		Arts and Humanities	421	(99.1%)	2	(0.5%)	-	-	2	(0.5%)	425	(100.0%)	
		Education	71	(99.1%)	-	-	-	-	1	(0.9%)	72	(100.0%)	
		Sub-total		2 889	(93.7%)	104	(3.4%)	4	(0.1%)	87	(2.8%)	3 084	(100.0%)
		HKIED	Sciences	93	(99.1%)	-	-	@	(0.4%)	@	(0.4%)	94	(100.0%)
	Business and management		6	(100.0%)	-	-	-	-	-	-	6	(100.0%)	
	Social Sciences		22	(99.9%)	-	-	@	*	@	*	22	(100.0%)	
	Arts and Humanities		331	(99.9%)	-	-	@	(0.1%)	@	(0.1%)	332	(100.0%)	
	Education		305	(99.7%)	-	-	@	(0.1%)	@	(0.1%)	305	(100.0%)	
	Sub-total		757	(99.7%)	-	-	1	(0.1%)	1	(0.1%)	759	(100.0%)	
	PolyU	Medicine, Dentistry and Health	619	(100.0%)	-	-	-	-	-	-	619	(100.0%)	
		Sciences	266	(99.8%)	1	(0.2%)	-	-	-	-	266	(100.0%)	
		Engineering and Technology	628	(99.7%)	2	(0.3%)	-	-	-	-	631	(100.0%)	
		Business and management	523	(99.9%)	@	(0.1%)	-	-	-	-	523	(100.0%)	
		Social Sciences	72	(100.0%)	-	-	-	-	-	-	72	(100.0%)	
		Arts and Humanities	216	(100.0%)	-	-	-	-	-	-	216	(100.0%)	
	Sub-total		2 324	(99.9%)	3	(0.1%)	-	-	-	-	2 327	(100.0%)	
	HKUST	Sciences	819	(98.1%)	3	(0.3%)	-	-	14	(1.6%)	835	(100.0%)	
		Engineering and Technology	124	(98.3%)	@	(0.3%)	-	-	2	(1.4%)	126	(100.0%)	
		Business and management	122	(97.3%)	@	(0.2%)	-	-	3	(2.5%)	125	(100.0%)	
		Social Sciences	207	(97.1%)	@	(0.2%)	-	-	6	(2.7%)	214	(100.0%)	
		Arts and Humanities	524	(97.7%)	1	(0.3%)	-	-	11	(2.0%)	536	(100.0%)	
Sub-total		1 796	(97.8%)	5	(0.3%)	-	-	35	(1.9%)	1 836	(100.0%)		
HKU	Medicine, Dentistry and Health	390	(67.8%)	67	(11.7%)	89	(15.5%)	29	(5.0%)	575	(100.0%)		

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Sciences	356	(89.5%)	10	(2.4%)	30	(7.4%)	2	(0.6%)	398	(100.0%)
		Engineering and Technology	371	(66.9%)	53	(9.5%)	119	(21.4%)	12	(2.1%)	555	(100.0%)
		Business and management	245	(84.4%)	31	(10.7%)	7	(2.3%)	8	(2.6%)	290	(100.0%)
		Social Sciences	451	(79.1%)	75	(13.2%)	29	(5.1%)	15	(2.6%)	570	(100.0%)
		Arts and Humanities	285	(77.0%)	19	(5.1%)	55	(14.9%)	11	(2.9%)	370	(100.0%)
		Education	44	(66.7%)	3	(5.2%)	15	(23.3%)	3	(4.8%)	66	(100.0%)
	Sub-total		2 142	(75.8%)	258	(9.1%)	344	(12.2%)	80	(2.8%)	2 824	(100.0%)
All Institutions			13 596	(92.7%)	383	(2.6%)	452	(3.1%)	231	(1.6%)	14 662	(100.0%)
2013/14	CityU	Medicine, Dentistry and Health	5	(83.5%)	@	(0.5%)	1	(12.5%)	@	(3.5%)	6	(100.0%)
		Sciences	334	(82.9%)	4	(1.1%)	29	(7.1%)	36	(8.9%)	403	(100.0%)
		Engineering and Technology	389	(79.9%)	3	(0.6%)	70	(14.4%)	25	(5.1%)	486	(100.0%)
		Business and Management	518	(75.9%)	11	(1.6%)	27	(4.0%)	127	(18.5%)	683	(100.0%)
		Social Sciences	248	(75.4%)	23	(7.0%)	40	(12.1%)	18	(5.5%)	328	(100.0%)
		Arts and Humanities	164	(77.8%)	4	(1.9%)	25	(12.0%)	17	(8.2%)	211	(100.0%)
	Sub-total		1 658	(78.3%)	45	(2.1%)	192	(9.1%)	223	(10.5%)	2 118	(100.0%)
	HKBU	Medicine, Dentistry and Health	34	(85.0%)	-	-	-	-	6	(15.0%)	40	(100.0%)
		Sciences	183	(97.3%)	1	(0.5%)	-	-	4	(2.1%)	188	(100.0%)
		Business and Management	171	(78.0%)	2	(0.9%)	-	-	46	(21.1%)	219	(100.0%)
		Social Sciences	343	(94.0%)	3	(0.9%)	10	(2.7%)	9	(2.5%)	364	(100.0%)
		Arts and Humanities	264	(83.5%)	3	(1.0%)	36	(11.5%)	13	(4.0%)	316	(100.0%)
		Education	63	(78.8%)	-	-	2	(2.5%)	15	(18.8%)	80	(100.0%)
	Sub-total		1 057	(87.6%)	9	(0.7%)	48	(4.0%)	93	(7.7%)	1 207	(100.0%)
	LU	Business and Management	156	(94.0%)	5	(3.0%)	4	(2.4%)	1	(0.6%)	166	(100.0%)
		Social Sciences	117	(94.4%)	1	(0.8%)	4	(3.2%)	2	(1.6%)	124	(100.0%)
		Arts and Humanities	236	(97.9%)	1	(0.4%)	4	(1.7%)	-	-	241	(100.0%)
	Sub-total		509	(95.9%)	7	(1.3%)	12	(2.3%)	3	(0.6%)	531	(100.0%)
	CUHK	Medicine, Dentistry and Health	381	(71.5%)	86	(16.1%)	11	(2.0%)	55	(10.4%)	532	(100.0%)
		Sciences	499	(88.2%)	29	(5.1%)	18	(3.3%)	20	(3.5%)	566	(100.0%)
		Engineering and Technology	326	(75.7%)	30	(7.0%)	61	(14.1%)	14	(3.2%)	430	(100.0%)
		Business and Management	457	(85.8%)	51	(9.6%)	5	(0.9%)	20	(3.7%)	532	(100.0%)
		Social Sciences	436	(84.7%)	50	(9.8%)	12	(2.3%)	16	(3.2%)	515	(100.0%)
		Arts and Humanities	406	(94.2%)	8	(1.9%)	1	(0.2%)	16	(3.7%)	431	(100.0%)
		Education	64	(94.6%)	1	(1.5%)	-	-	3	(4.0%)	68	(100.0%)
	Sub-total		2 568	(83.5%)	255	(8.3%)	108	(3.5%)	143	(4.7%)	3 074	(100.0%)
	HKIED	Sciences	72	(85.1%)	@	(0.2%)	12	(14.1%)	@	(0.6%)	84	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>		
		Business and Management	2	(80.7%)	@	(0.9%)	@	(17.2%)	@	(1.2%)	3 (100.0%)
		Social Sciences	47	(79.7%)	@	(0.5%)	11	(18.4%)	1	(1.5%)	59 (100.0%)
		Arts and Humanities	220	(74.6%)	1	(0.5%)	66	(22.5%)	7	(2.4%)	295 (100.0%)
		Education	169	(80.1%)	1	(0.5%)	37	(17.8%)	3	(1.6%)	211 (100.0%)
		Sub-total	510	(78.2%)	3	(0.5%)	127	(19.5%)	12	(1.8%)	652 (100.0%)
	PolyU	Medicine, Dentistry and Health	531	(87.6%)	4	(0.7%)	66	(10.9%)	5	(0.8%)	606 (100.0%)
		Sciences	226	(84.2%)	-	-	40	(14.9%)	2	(0.9%)	268 (100.0%)
		Engineering and Technology	550	(86.7%)	7	(1.1%)	74	(11.6%)	4	(0.7%)	635 (100.0%)
		Business and Management	466	(85.9%)	13	(2.4%)	47	(8.7%)	16	(3.0%)	542 (100.0%)
		Social Sciences	61	(82.7%)	1	(1.8%)	9	(12.5%)	2	(3.0%)	73 (100.0%)
		Arts and Humanities	172	(79.6%)	5	(2.3%)	36	(16.7%)	3	(1.4%)	216 (100.0%)
		Sub-total	2 005	(85.7%)	30	(1.3%)	272	(11.6%)	33	(1.4%)	2 340 (100.0%)
	HKUST	Sciences	687	(90.0%)	29	(3.8%)	27	(3.6%)	20	(2.7%)	763 (100.0%)
		Engineering and Technology	135	(83.1%)	6	(3.8%)	18	(11.0%)	3	(2.0%)	162 (100.0%)
		Business and Management	218	(87.5%)	22	(9.0%)	2	(0.6%)	7	(2.8%)	250 (100.0%)
		Social Sciences	168	(88.1%)	16	(8.2%)	2	(1.1%)	5	(2.6%)	191 (100.0%)
		Arts and Humanities	429	(89.5%)	26	(5.4%)	12	(2.5%)	12	(2.5%)	480 (100.0%)
		Sub-total	1 637	(88.7%)	99	(5.4%)	61	(3.3%)	48	(2.6%)	1 845 (100.0%)
	HKU	Medicine, Dentistry and Health	414	(72.3%)	57	(9.9%)	86	(15.0%)	16	(2.8%)	573 (100.0%)
		Sciences	367	(86.8%)	31	(7.3%)	22	(5.2%)	3	(0.8%)	423 (100.0%)
		Engineering and Technology	404	(73.3%)	41	(7.4%)	94	(17.1%)	12	(2.2%)	550 (100.0%)
		Business and Management	231	(80.4%)	50	(17.3%)	4	(1.5%)	2	(0.9%)	287 (100.0%)
		Social Sciences	475	(79.8%)	103	(17.4%)	9	(1.5%)	8	(1.4%)	595 (100.0%)
		Arts and Humanities	286	(75.7%)	39	(10.2%)	45	(11.9%)	8	(2.1%)	377 (100.0%)
		Education	48	(68.6%)	10	(14.4%)	11	(16.0%)	1	(1.0%)	70 (100.0%)
		Sub-total	2 224	(77.3%)	330	(11.5%)	271	(9.4%)	51	(1.8%)	2 876 (100.0%)
<b>All Institutions</b>			<b>12 168</b>	<b>(83.1%)</b>	<b>778</b>	<b>(5.3%)</b>	<b>1 091</b>	<b>(7.5%)</b>	<b>606</b>	<b>(4.1%)</b>	<b>14 643 (100.0%)</b>
2014/15#	CityU	Medicine, Dentistry and Health	5	(85.1%)	@	(1.3%)	1	(13.6%)	-	-	6 (100.0%)
		Sciences	310	(79.3%)	7	(1.8%)	71	(18.1%)	4	(0.9%)	391 (100.0%)
		Engineering and Technology	382	(80.3%)	6	(1.3%)	87	(18.4%)	-	-	476 (100.0%)
		Business and Management	530	(75.9%)	8	(1.2%)	133	(19.0%)	27	(3.9%)	698 (100.0%)
		Social Sciences	252	(75.3%)	22	(6.5%)	58	(17.3%)	3	(0.8%)	334 (100.0%)
		Arts and Humanities	161	(77.5%)	5	(2.2%)	36	(17.2%)	6	(3.1%)	208 (100.0%)
		Sub-total	1 639	(77.6%)	48	(2.3%)	385	(18.2%)	40	(1.9%)	2 112 (100.0%)
	HKBU	Medicine, Dentistry and Health	29	(90.6%)	1	(3.1%)	2	(6.3%)	-	-	32 (100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>			
		Sciences	180	(97.8%)	-	-	1	(0.5%)	3	(1.6%)	184	(100.0%)
		Business and Management	184	(86.3%)	3	(1.6%)	9	(4.3%)	16	(7.7%)	213	(100.0%)
		Social Sciences	329	(88.7%)	3	(0.7%)	20	(5.4%)	19	(5.1%)	371	(100.0%)
		Arts and Humanities	271	(85.5%)	9	(2.8%)	23	(7.2%)	14	(4.6%)	317	(100.0%)
		Education	68	(82.9%)	1	(1.2%)	6	(7.3%)	7	(8.5%)	82	(100.0%)
	Sub-total		1 061	(88.5%)	17	(1.4%)	61	(5.1%)	60	(5.0%)	1 199	(100.0%)
	LU	Business and Management	163	(95.3%)	3	(1.8%)	5	(2.9%)	-	-	171	(100.0%)
		Social Sciences	119	(96.0%)	1	(0.8%)	2	(1.6%)	2	(1.6%)	124	(100.0%)
		Arts and Humanities	244	(98.0%)	2	(0.8%)	3	(1.2%)	-	-	249	(100.0%)
	Sub-total		526	(96.7%)	6	(1.1%)	10	(1.8%)	2	(0.4%)	544	(100.0%)
	CUHK	Medicine, Dentistry and Health	383	(72.8%)	107	(20.2%)	20	(3.8%)	17	(3.2%)	527	(100.0%)
		Sciences	519	(91.2%)	33	(5.9%)	16	(2.7%)	1	(0.2%)	569	(100.0%)
		Engineering and Technology	324	(77.1%)	30	(7.2%)	66	(15.6%)	@	*	420	(100.0%)
		Business and Management	449	(84.5%)	71	(13.3%)	6	(1.1%)	6	(1.1%)	531	(100.0%)
		Social Sciences	446	(86.8%)	48	(9.4%)	15	(3.0%)	4	(0.9%)	513	(100.0%)
		Arts and Humanities	405	(94.9%)	11	(2.6%)	5	(1.2%)	6	(1.4%)	427	(100.0%)
		Education	62	(96.1%)	-	-	1	(0.8%)	2	(3.1%)	64	(100.0%)
		Sub-total		2 588	(84.8%)	300	(9.8%)	128	(4.2%)	36	(1.2%)	3 052
	HKIED	Sciences	68	(87.6%)	@	(0.1%)	8	(10.5%)	1	(1.8%)	78	(100.0%)
		Social Sciences	61	(85.7%)	@	(0.3%)	9	(12.8%)	1	(1.2%)	71	(100.0%)
		Arts and Humanities	223	(78.9%)	2	(0.7%)	53	(18.6%)	5	(1.8%)	283	(100.0%)
		Education	195	(82.5%)	1	(0.3%)	37	(15.6%)	4	(1.6%)	237	(100.0%)
	Sub-total		547	(81.9%)	3	(0.4%)	107	(16.0%)	11	(1.6%)	668	(100.0%)
	PolyU	Medicine, Dentistry and Health	530	(87.0%)	28	(4.6%)	36	(5.9%)	15	(2.5%)	609	(100.0%)
		Sciences	233	(85.6%)	2	(0.7%)	37	(13.7%)	-	-	272	(100.0%)
		Engineering and Technology	536	(85.1%)	21	(3.4%)	73	(11.5%)	-	-	630	(100.0%)
		Business and Management	451	(82.9%)	21	(3.8%)	63	(11.6%)	9	(1.6%)	544	(100.0%)
		Social Sciences	60	(83.1%)	@	(0.3%)	12	(16.6%)	@	*	73	(100.0%)
		Arts and Humanities	159	(74.0%)	11	(5.0%)	38	(17.7%)	7	(3.3%)	215	(100.0%)
	Sub-total		1 970	(84.1%)	83	(3.5%)	259	(11.1%)	31	(1.3%)	2 343	(100.0%)
	HKUST	Sciences	483	(91.8%)	34	(6.5%)	7	(1.3%)	2	(0.4%)	526	(100.0%)
		Engineering and Technology	475	(86.2%)	26	(4.7%)	50	(9.1%)	-	-	551	(100.0%)
		Business and Management	499	(87.6%)	71	(12.4%)	-	-	-	-	570	(100.0%)
Social Sciences		122	(88.9%)	15	(11.1%)	-	-	-	-	137	(100.0%)	
Arts and Humanities		22	(95.7%)	1	(4.3%)	-	-	-	-	23	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total	
					Major Overseas Qualification <sup>(3)</sup>		Sub-degree Qualification <sup>(4)</sup>		Others <sup>(5)</sup>		
	Sub-total		1 601	(88.6%)	147	(8.1%)	57	(3.2%)	2	(0.1%)	1 807 (100.0%)
	HKU	Medicine, Dentistry and Health	422	(73.3%)	68	(11.8%)	82	(14.2%)	4	(0.7%)	576 (100.0%)
		Sciences	358	(84.1%)	41	(9.6%)	26	(6.2%)	@	(0.1%)	426 (100.0%)
		Engineering and Technology	477	(75.0%)	55	(8.6%)	104	(16.4%)	-	-	637 (100.0%)
		Business and Management	237	(82.0%)	50	(17.3%)	2	(0.6%)	@	(0.1%)	289 (100.0%)
		Social Sciences	484	(78.2%)	121	(19.5%)	13	(2.1%)	1	(0.2%)	619 (100.0%)
		Arts and Humanities	340	(84.0%)	25	(6.2%)	40	(9.8%)	-	-	405 (100.0%)
		Education	52	(71.5%)	8	(11.6%)	12	(16.0%)	1	(1.0%)	73 (100.0%)
	Sub-total		2 370	(78.4%)	368	(12.2%)	279	(9.2%)	7	(0.2%)	3 024 (100.0%)
<b>All Institutions</b>			<b>12 302</b>	<b>(83.4%)</b>	<b>972</b>	<b>(6.6%)</b>	<b>1 286</b>	<b>(8.7%)</b>	<b>189</b>	<b>(1.3%)</b>	<b>14 749 (100.0%)</b>

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- '-' denotes nil.
- # Provisional figures
- '@' denotes 'magnitude less than 0.5'.
- '\*' denotes 'less than 0.05%'.
- Figures in brackets denote percentage share to respective totals. Percentages may not add up to the corresponding totals owing to rounding.
- Abbreviations:  
CityU City University of Hong Kong  
HKBU Hong Kong Baptist University  
LU Lingnan University  
CUHK The Chinese University of Hong Kong  
HKIED The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong



**Student Enrolment of UGC-funded Undergraduate Programmes by Institution,  
Broad Academic Programme Category and Mode of Study, 2010/11 to 2014/15**

(headcount)

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
2010/11	CityU	FT	-	1 514	1 678	3 034	1 565	826	-	8 617
		PT	-	2	1	-	-	-	-	3
		Sub-total	-	1 516	1 679	3 034	1 565	826	-	8 620
	HKBU	FT	203	850	-	871	1 383	1 084	395	4 786
		Sub-total	203	850	-	871	1 383	1 084	395	4 786
	LU	FT	-	-	-	779	525	929	-	2 233
		Sub-total	-	-	-	779	525	929	-	2 233
	CUHK	FT	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
		Sub-total	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
	HKIEd	FT	-	350	-	9	65	1 141	1 082	2 647
		PT	-	73	-	-	5	188	1 237	1 503
		Sub-total	-	423	-	9	69	1 329	2 319	4 150
	PolyU	FT	1 619	1 244	2 975	2 780	311	992	-	9 920
		Sub-total	1 619	1 244	2 975	2 780	311	992	-	9 920
	HKUST	FT	-	1 714	2 177	2 029	211	-	19	6 151
		Sub-total	-	1 714	2 177	2 029	211	-	19	6 151
	HKU	FT	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
		Sub-total	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
	Total	FT	5 615	9 348	10 118	12 841	8 227	7 774	2 138	56 059
		PT	-	75	1	-	5	188	1 237	1 506
		Total	5 615	9 423	10 118	12 841	8 231	7 962	3 375	57 565
2011/12	CityU	FT	-	1 480	1 650	3 036	1 581	846	-	8 594
		Sub-total	-	1 480	1 650	3 036	1 581	846	-	8 594
	HKBU	FT	204	858	-	881	1 361	1 106	383	4 793
		Sub-total	204	858	-	881	1 361	1 106	383	4 793
	LU	FT	-	-	-	740	510	902	-	2 152
		Sub-total	-	-	-	740	510	902	-	2 152
	CUHK	FT	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
		Sub-total	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
	HKIEd	FT	-	402	-	@	86	1 311	1 126	2 925
		PT	-	85	-	2	8	201	1 197	1 491
		Sub-total	-	486	-	2	94	1 511	2 323	4 416
	PolyU	FT	1 657	1 316	3 020	2 681	298	972	-	9 945
		Sub-total	1 657	1 316	3 020	2 681	298	972	-	9 945
	HKUST	FT	-	1 800	2 206	2 103	245	18	18	6 389
		Sub-total	-	1 800	2 206	2 103	245	18	18	6 389
	HKU	FT	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
		Sub-total	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
	Total	FT	5 935	9 612	10 150	12 839	8 260	7 916	2 209	56 921
		PT	-	85	-	2	8	201	1 197	1 491

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
		Total	5 935	9 696	10 150	12 841	8 267	8 117	3 406	58 412
2012/13 <sup>^</sup>	CityU	FT	7	1 909	2 219	3 832	1 877	1 165	-	11 008
		Sub-total	7	1 909	2 219	3 832	1 877	1 165	-	11 008
	HKBU	FT	259	1 088	-	1 171	1 793	1 476	468	6 255
		Sub-total	259	1 088	-	1 171	1 793	1 476	468	6 255
	LU	FT	-	-	-	880	611	1 131	-	2 622
		Sub-total	-	-	-	880	611	1 131	-	2 622
	CUHK	FT	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
		Sub-total	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
	HKIEd	FT	-	495	-	16	114	1 551	1 604	3 781
		PT	-	80	-	-	5	222	1 197	1 503
		Sub-total	-	575	-	16	119	1 773	2 801	5 284
	PolyU	FT	2 466	1 613	3 794	3 438	369	1 275	-	12 955
		Sub-total	2 466	1 613	3 794	3 438	369	1 275	-	12 955
	HKUST	FT	-	2 817	2 349	2 293	510	645	12	8 626
		Sub-total	-	2 817	2 349	2 293	510	645	12	8 626
	HKU	FT	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316
		Sub-total	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316
	Total	FT	8 263	12 806	12 991	16 138	10 827	10 874	2 949	74 848
		PT	-	80	-	-	5	222	1 197	1 503
		Total	8 263	12 886	12 991	16 138	10 832	11 096	4 145	76 351
2013/14	CityU	FT	12	2 010	2 309	3 816	1 941	1 280	-	11 369
		Sub-total	12	2 010	2 309	3 816	1 941	1 280	-	11 369
	HKBU	FT	263	1 048	-	1 181	1 841	1 547	484	6 365
		Sub-total	263	1 048	-	1 181	1 841	1 547	484	6 365
	LU	FT	-	-	-	856	591	1 123	-	2 570
		Sub-total	-	-	-	856	591	1 123	-	2 570
	CUHK	FT	2 870	2 815	2 088	3 058	2 642	2 063	352	15 889
		Sub-total	2 870	2 815	2 088	3 058	2 642	2 063	352	15 889
	HKIEd	FT	-	461	-	18	212	1 570	1 535	3 796
		PT	-	47	-	7	6	182	1 225	1 466
		Sub-total	-	507	-	26	218	1 751	2 759	5 262
	PolyU	FT	2 622	1 604	3 803	3 518	378	1 325	-	13 249
		Sub-total	2 622	1 604	3 803	3 518	378	1 325	-	13 249
	HKUST	FT	-	3 126	1 835	2 013	701	1 111	9	8 794
		Sub-total	-	3 126	1 835	2 013	701	1 111	9	8 794
	HKU	FT	2 972	2 226	2 599	1 593	3 103	1 706	522	14 721
		Sub-total	2 972	2 226	2 599	1 593	3 103	1 706	522	14 721
	Total	FT	8 740	13 289	12 634	16 053	11 410	11 725	2 902	76 753
		PT	-	47	-	7	6	182	1 225	1 466
		Total	8 740	13 336	12 634	16 061	11 416	11 907	4 127	78 219
2014/15 <sup>#</sup>	CityU	FT	18	2 012	2 474	3 973	2 120	1 430	-	12 028
		Sub-total	18	2 012	2 474	3 973	2 120	1 430	-	12 028
	HKBU	FT	270	1 065	-	1 170	1 869	1 561	530	6 465
		Sub-total	270	1 065	-	1 170	1 869	1 561	530	6 465

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
	LU	FT	-	-	-	835	572	1 125	-	2 532
		Sub-total	-	-	-	835	572	1 125	-	2 532
	CUHK	FT	2 980	2 939	2 101	3 120	2 725	2 150	364	16 379
		Sub-total	2 980	2 939	2 101	3 120	2 725	2 150	364	16 379
	HKIEd	FT	-	395	-	-	341	1 524	1 466	3 725
		PT	-	34	-	-	29	187	1 294	1 545
		Sub-total	-	429	-	-	370	1 711	2 760	5 270
	PolyU	FT	2 806	1 621	3 903	3 795	419	1 409	-	13 954
		Sub-total	2 806	1 621	3 903	3 795	419	1 409	-	13 954
	HKUST	FT	-	2 548	2 886	2 767	569	101	4	8 875
		Sub-total	-	2 548	2 886	2 767	569	101	4	8 875
	HKU	FT	3 087	2 327	2 757	1 652	3 257	1 822	508	15 411
		Sub-total	3 087	2 327	2 757	1 652	3 257	1 822	508	15 411
	Total	FT	9 161	12 907	14 122	17 313	11 872	11 121	2 872	79 369
		PT	-	34	-	-	29	187	1 294	1 545
		Total	9 161	12 942	14 122	17 313	11 901	11 309	4 166	80 914

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
- '@' denotes 'magnitude less than 0.5'.
- '-' denotes nil.
- # Provisional figures
- Abbreviations:  
CityU City University of Hong Kong  
HKBU Hong Kong Baptist University  
LU Lingnan University  
CUHK The Chinese University of Hong Kong  
HKIEd The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong  
FT Full-time  
PT Part-time

- End -

**CONTROLLING OFFICER'S REPLY****EDB608****(Question Serial No. 4097)**

Head: (160) Radio Television Hong Kong

Subhead (No. & title): (-) Not Specified

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (Roy TANG)

Director of Bureau: Secretary for Education

Question:

Please set out the education television (ETV) programmes for pre-primary schools, primary schools and secondary schools sectors from 2012/13 to 2014/15 in relation to the following:

- (a) The number of staff designated to ETV and relevant expenditures (please provide a breakdown of other items such as the emoluments of staff, cost of publishing CD-ROMs which is distributed to schools, resource kits and online platforms) involved;
- (b) Please set out the numbers of pre-primary schools, primary schools and secondary schools applied for ETV video resources, and the respective percentages of the numbers of such schools against the total numbers of schools in Hong Kong from 2012/13 to 2014/15;
- (c) Please set out the number of episodes (re-run not included) of different language subjects in three respective categories;

(e.g.)		Number of Episodes		
		2012/13	2013/14	2014/15
ETV programmes for pre-primary schools				
	K3 English Language			
(etc.)				
ETV programmes for primary schools				
P.1				
	Chinese Language			
	English Language			
	Putonghua			
P.2				
	Chinese Language			
	English Language			
	Putonghua			
(etc.)				
ETV programmes for secondary schools				
F.1				
	Chinese Language			
	English Language			
	Putonghua			
(etc.)				

- (d) Does the Government compile statistics among all primary and secondary schools in Hong Kong on the audience ratings of ETV, number of schools watching ETV and the percentage of the number of such schools against the total numbers of schools in Hong Kong? If no, what are the reasons? Will the Government collect such data in the future? And
- (e) What are the criteria adopted by the Government in examining the qualities of ETV? Will the ETV services be improved or reviewed in the future? What are the schedule and the estimated expenditure?

Asked by: Hon Ip Kin-yuen (Member Question No. 58)

Reply:

- (a) Nine programme directors and six animation designers are designated for ETV School programme production; other staff, such as production assistants, executive producers, cameramen, lighting-men, soundmen, editors, graphic designers, etc. are shared with other RTHK programme productions. The relevant expenditure is shown below:

School Education Television Programme Staff	Actual	Actual	Estimate
	2012-13	2013-14	2014-15
	\$	\$	\$
Production Service & Support (Filming, editing, animation, graphic design, etc.)	6,915,217	7,020,555	7,060,000
Programme Staff	3,531,386	1,928,998	4,582,000
Total Staff Cost:	10,446,603	8,949,553	11,642,000

Other expenses include programme cash, Broadcasting Contract Services, and the share of the overall operational costs of the department. For the year 2014-15, the overall expenditure amounted to \$29,434,000 in total inclusive of all items.

The actual expenditure on non-staff cost for DVD production, resource package, ETV website and mobile application includes:

	2012-13	2013-14	2014-15
	\$	\$	\$
DVD production	4,081	132,327	94,159
Resource package	0 <sup>@</sup>	0 <sup>@</sup>	230,453
ETV website maintenance	48,000	0*	68,000 <sup>#</sup>
Mobile application development and maintenance	48,800	0*	
Music copyright fee	182,228	189,699	197,856
Total:	283,109	322,026	590,468

<sup>@</sup> - Resource packages are not produced on an annual basis.

\* - The service contract was valid for two years with the payment settled in the first year.

<sup>#</sup> - The contracts on ETV website maintenance and mobile application development and maintenance have been combined since 2014-15.

- (b) ETV resources are distributed to all local schools free of charge. Schools do not need to apply for the resources.
- (c) The use of the ETV services through DVDs and the Internet has been growing in the recent decade, amounting to over 50% of all means of viewing. Currently, 149 programmes on Chinese Language, 167 on English Language, and 61 on Putonghua for primary and secondary schools; and 15 programmes on Language for pre-primary are available on the Internet. Most of them have already been re-packaged into DVDs and distributed to all local schools.

Language-related programmes that have been broadcast (re-run in the specified school year not included) from the 2012/13 to 2014/15 school years are as follows:

		Number of Episodes Broadcast		
		2012/13	2013/14	2014/15
ETV programmes for pre-primary schools				
Language		10	12	12
ETV programmes for primary schools				
P1	Chinese Language	0	0	0
	English Language	6	6	7
	Putonghua	0	0	0
P2	Chinese Language	0	0	3
	English Language	5	5	5
	Putonghua	3	3	3
P3	Chinese Language	1	1	2
	English Language	6	6	7
	Putonghua	4	7	7
P4	Chinese Language	0	0	0
	English Language	4	7	7
	Putonghua	4	4	11
P5	Chinese Language	7	7	7
	English Language	4	2	3
	Putonghua	3	4	5
P6	Chinese Language	2	1	2
	English Language	3	3	6
	Putonghua	10	12	13
P1-P2	Chinese Language	0	0	0
	English Language	0	0	0
	Putonghua	5	5	5
P1-P3	Chinese Language	0	1	1
	English Language	0	0	0
	Putonghua	0	0	0
P4-P6	Chinese Language	2	2	1
	English Language	0	0	0
	Putonghua	0	0	0
P5-P6	Chinese Language	3	5	6
	English Language	0	0	0
	Putonghua	0	0	0
ETV programmes for secondary schools				
S5-S6	Chinese Language	4	4	3
	English Language	0	0	0
	Putonghua	0	0	0
S4-S6	Chinese Language	2	4	4
	English Language	5	8	8
	Putonghua	0	0	0

- (d) The number of school children and schools benefited from ETV services each year is collected from the Annual Utilization Survey covering all local schools.
- (e) An annual survey “Survey for Compilation of Performance Indicators for Measuring the Effectiveness of ETV Services” has been commissioned to a tertiary institution since 2002 for measuring the effectiveness of ETV services to feed back on the production of programmes. The effectiveness of the programmes is assessed by using the weighted average of the satisfaction scores in the areas of pedagogical design, appropriateness of content and presentation, achievement of teaching objectives

and promotion of students' interest and motivation to learn, etc.

The cost for conducting the annual survey "Survey for Compilation of Performance Indicators for Measuring the Effectiveness of ETV Services" in 2012-13, 2013-14, and 2014-15 is \$95,000, \$89,000 and \$94,800 respectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB609**

**(Question Serial No. 4074)**

Head: (703) Capital Works Reserve Fund: Buildings

Subhead (No. & title): (3349EP) a 30-classroom primary school at site 1A-3, Kai Tak development, Kowloon

Programme: Not Specified

Controlling Officer: Director of Architectural Services ( K K LEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding “a 30-classroom primary school at Site 1A-3, Kai Tak development”, what are the details? What are the timetable for the works and the expenditure involved?

Asked by: Hon Helena WONG Pik-wan (Member Question No. 82)

Reply:

*“According to Rule 49 of the Finance Committee Procedures, special meetings of the Finance Committee are convened to examine the annual Estimates of Expenditure prepared by the Government in support of the Appropriation Bill.*

*Expenditure charged to the Capital Works Reserve Fund do not form part of the Appropriation Bill. As such, questions relating to expenditure under the Fund are not relevant to the examination of the Estimates of Expenditure or the Appropriation Bill.”*

This project is to construct a 30-classroom primary school at Kai Tak Development for reprovisioning of two schools, namely S.K.H. Yat Sau Primary School and S.K.H. Ching Shan Primary School which are currently operating in sub-standard school premises. The project commenced in November 2013 and is expected to be completed in September 2015. The estimated expenditure for 2015-16 is \$58.2 million.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB610**

**(Question Serial No. 4075)**

Head: (703) Capital Works Reserve Fund: Buildings

Subhead (No. & title): (3350EP) a 30-classroom primary school at site 1A-4, Kai Tak development, Kowloon

Programme: Not Specified

Controlling Officer: Director of Architectural Services ( K K LEUNG)

Director of Bureau: Secretary for Education

Question:

Regarding “a 30-classroom primary school at Site 1A-4, Kai Tak development”, what are the details? What are the timetable for the works and the expenditure involved?

Asked by: Hon Helena WONG Pik-wan (Member Question No. 83)

Reply:

*“According to Rule 49 of the Finance Committee Procedures, special meetings of the Finance Committee are convened to examine the annual Estimates of Expenditure prepared by the Government in support of the Appropriation Bill.*

*Expenditure charged to the Capital Works Reserve Fund do not form part of the Appropriation Bill. As such, questions relating to expenditure under the Fund are not relevant to the examination of the Estimates of Expenditure or the Appropriation Bill.”*

This project is to construct a 30-classroom primary school at Kai Tak Development for reprovisioning of Po Leung Kuk Stanley Ho Sau Nan Primary School which is currently operating in sub-standard school premises. The project commenced in November 2013 and is expected to be completed in September 2015. The estimated expenditure for 2015-16 is \$67.8 million.

- End -