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Replies to initial questions raised by Legislative Council Members in examining the Estimates of Expenditure 2024-25

Director of Bureau : Secretary for Education

Session No. : 3

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

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CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 3018)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The aim of this Programme is to strengthen the professional preparation and continuing professional development of school principals and teachers and to provide resources for other services for specific educational purposes, including gifted education that enhances the learning opportunities of gifted students both within and outside school. In this connection –

1. How many principals and teachers benefitted from the professional preparation and continuing professional development in the past year? What was the expenditure involved?
2. How many gifted students were provided with enhanced learning opportunities both within and outside school? What was the expenditure involved?

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 29)

Reply:

1.

The Education Bureau (EDB) attaches great importance to the professional quality of the teaching force and is committed to enhancing the professional competence of principals and teachers through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has laid down a training framework and related requirements for newly-joined teachers, teachers aspiring for promotion and in-service teachers. Newly-joined teachers are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. Teachers aspiring for promotion are required to complete 30 hours of core training and 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of elective training within 5 years prior to promotion. In-service teachers are required to spare a minimum of 30 hours, in each three-year cycle, to take part in 2 categories of professional development programmes/activities, namely Teachers' Professional Roles,

Values and Conduct and Local, National and International Education Issues, with not less than 6 hours spent on each category.

The above core training has already rolled out since November 2020. In the 2022/23 school year, EDB organised 16 workshops on Teachers' Professional Identity and 56 "T-standard+" Online Courses for about 3 000 and 3 700 newly-joined teachers respectively, as well as 11 workshops on Professional Conduct and Values for about 3 210 teachers aspiring for promotion. Apart from explaining the professional roles of teachers, there were case studies reminding teachers of their responsibilities to uphold professionalism, protect students' well-being and safeguard the education profession. Meanwhile, EDB has also held a total of 18 training sessions relating to the Constitution, the Basic Law and national security education for about 5 830 principals and teachers. In addition, EDB organises Mainland study tours for newly-joined teachers and promoted teachers, as well as in-service teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of the country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total.

Regarding the training for principals, newly-appointed principals in public sector schools or schools under Direct Subsidy Scheme are required to complete the designated professional development programmes including Professional Development Programme for Newly-appointed Principals and the Leadership Enhancement Programme for Primary and Secondary School Principals (Enhancement Programme) offered by EDB. The two-year Professional Development Programme for Newly-appointed Principals focuses on enhancing the management knowledge and skills of principals. In the 2022/23 school year, about 90 principals participated in this Programme. EDB has commissioned the National Academy of Governance to organise the Enhancement Programme since the 2017/18 school year. Through the study tours and exchanges, seminars, visits to advanced organisations on management strategies and job shadowing with outstanding school leaders, etc., principals will be further enlightened of the appropriate strategies and abilities in leading their schools. In the 2022/23 school year, about 90 principals participated in the Enhancement Programme.

EDB encourages teachers to pursue excellence and actively participate in continuing professional development activities in order to enhance teaching effectiveness. In addition to the above, EDB also provides teachers with diversified training, such as teacher training programmes on patriotic education, national security education and STEAM education as well as the Basic, Advanced and Thematic Courses under the Framework for Teachers' Professional Development on Integrated Education, to dovetail with the development of the country, society and curricula so as to enhance the quality of teaching. EDB's expense on teacher training for 2023-24 is around \$102 million.

2.

EDB adopts the "Three-Tier Implementation Model" to nurture gifted students. Level 1 and Level 2 are mainly implemented in schools, including school-based whole-class programmes (Level 1) for developing students' potential and the school-based pull-out programmes (Level 2) for students with potential. Level 3 refers to off-school gifted education programmes and activities organised to cater for the needs of gifted students.

To strengthen school-based gifted education (Level 1 and Level 2), EDB continues to support the setting up of school-based student talent pool for the identification and grooming of students with different potential through ongoing efforts such as organising professional development programmes and compiling curriculum resources. The expenditure on supporting the development of school-based gifted education is subsumed under the overall expenditure of EDB, and EDB does not collect data on the number of students with potential who have been offered pull-out programmes within school or the expenditure involved. Therefore, the relevant information is not available.

Regarding off-school gifted education programmes and activities (Level 3), EDB has been providing ongoing support for the Hong Kong Academy for Gifted Education (HKAGE) to provide exceptionally gifted students with more challenging advanced programmes in different areas and organise more competitions and activities at the territory-wide, national and international levels, thereby giving gifted students more opportunities to unleash their potential. EDB has also commissioned external professional organisations to offer Off-school Advanced Learning Programmes covering different topics on an ongoing basis, so that gifted students can study and learn under the mentorship of experts. In the 2022/23 school year, a total of around 8 400 gifted students participated in the advanced programmes organised by HKAGE and Off-school Advanced Learning Programmes offered by external professional organisations. The total expenditure involved was about \$63 million.

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CONTROLLING OFFICER'S REPLY

EDB002

(Question Serial No. 3019)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2024-25 that the Vocational Training Council will establish the Hong Kong Institute of Information Technology to provide pre-employment and in-service training for the information technology sector. Please provide information on the specific content of the training to be provided by the Institute as well as a breakdown of the estimated expenditure for its establishment.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 30)

Reply:

To nurture more talent equipped with professional applied skills to cope with the keen manpower needs of the industries, the Government supports the Vocational Training Council (VTC) in establishing the Hong Kong Institute of Information Technology (HKIIT) to provide dedicated pre-employment and in-service training for the information technology (IT) sector, with a view to strengthening the capacity of the IT sector in Hong Kong as well as meeting the manpower and development needs. HKIIT was established under VTC as its 14th member institution on 1 November 2023.

On pre-employment training, HKIIT will continuously update its curriculum and offer diversified programmes covering various learning areas such as cybersecurity, artificial intelligence, software engineering, augmented reality, virtual reality, cross-platform mobile applications development, game software development, cloud and data centre administration, data science and predictive analytics. Moreover, HKIIT will continue to develop more higher diploma programmes in the future based on the market demand and technology trends. HKIIT currently plans to offer about 11 full-time higher diploma programmes in the 2024/25 academic year, and the enrolment will increase from 1 850 to about 2 400 (i.e. a 30% rise).

At the same time, to meet the strong demand for enhancing IT knowledge and skills from the workforce, HKIIT also offers and develops upskilling and reskilling training certificate programmes for industry practitioners, corporate employees and members of the public,

covering areas such as data science, big data, artificial intelligence, information security, web application penetration testing, cloud computing, and IT project management. In the 2024/25 academic year, the number of in-service training places will increase from 2 698 to about 3 930 (i.e. a 46% rise).

To promptly respond to the shortage of technical talent in the market, VTC has identified an existing academic building in Tsing Yi as the main campus of HKIIT. The initial costs involved in the establishment of HKIIT are borne by VTC, mainly covering the improvement in part of the existing academic building and the provision of new IT teaching facilities, including the Cybersecurity Centre, the AI & Big Data Centre, and the Digital Innovation Co-creation Centre, to enable early operation of the campus.

- End -

CONTROLLING OFFICER'S REPLY

EDB003

(Question Serial No. 3027)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

As indicated in Matters Requiring Special Attention in 2024-25, the Education Bureau will work with the Committee on Professional Development of Teachers and Principals to implement suitable projects under the T-excel@hk strategic work plan and other initiatives for teachers to broaden their perspectives and enrich their experience. In this connection, please advise this Committee of the following –

- (1) the projects implemented last year, as well as the manpower and expenditure involved;
- (2) the projects planned to be implemented in 2024-25, and the costs involved.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 37)

Reply:

(1) & (2)

The Education Bureau (EDB) has been collaborating with the Committee on Professional Development of Teachers and Principals (COTAP) to promote professional development of the teaching profession and implement various training projects under T-excel@hk. Relevant projects implemented in the 2022/23 school year include the Educational Research Award Scheme, Scholarship for Teachers (Pursuit of Master's Degree Programmes), Chief Executive's Award for Teaching Excellence Awardee Workshop, Regional Teacher Network of Government Schools, Professional Development Programme on Supporting the Learning of Chinese for Non-Chinese Speaking Students in Kindergartens and T-surf^{24/7} One-stop Portal on Professional Development. These projects not only encourage teachers to pursue continuing education and strive for excellence but also promote professional exchange and mutual learning among schools. The expenditure of the projects amounted to around \$8.4 million in the 2022/23 school year. As the human resources required were subsumed under the recurrent expenditure of EDB, no breakdown is available.

COTAP also leads the implementation of the Professional Ladder for Teachers and advises on the training frameworks and requirements for newly-joined teachers, teachers aspiring for promotion and in-service teachers. Starting from the 2020/21 school year, EDB has laid down training frameworks and requirements for newly-joined teachers, teachers aspiring for promotion and in-service teachers. Newly-joined teachers are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. Teachers aspiring for promotion are required to complete 30 hours of core training and 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of elective training within 5 years prior to promotion. In-service teachers are required to spare a minimum of 30 hours, in each three-year cycle, to take part in 2 categories of professional development programmes/activities, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”, with not less than 6 hours spent on each category.

The above core training was rolled out in November 2020. In the 2022/23 school year, EDB organised 16 events of Workshop on Teachers’ Professional Identity and 56 events of “T-standard+” Online Course for about 3 000 and 3 700 newly-joined teachers respectively, as well as 11 events of Workshop on Professional Conduct and Values for about 3 210 teachers aspiring for promotion. Apart from explaining the professional roles of teachers, there were case studies reminding teachers of their responsibilities to uphold professionalism, protect students’ wellbeing and safeguard the education profession. Meanwhile, EDB also held a total of 18 events of Training Programme on the Constitution, the Basic Law and National Security Education for about 5 830 principals and teachers.

In addition, newly-joined teachers and promoted teachers in publicly-funded schools are required to participate in Mainland study tours, and EDB also organises Mainland study tours for in-service teachers, so that teachers can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to our country’s development, thereby broadening their horizons and strengthening their abilities to nurture students’ sense of national identity. From April 2023 to the end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total.

Regarding the training for school leaders, leadership enhancement programmes are organised by EDB for principals and vice-principals, offering cross-sector attachments to broaden their horizons and enhance their leadership capabilities. In addition to thematic talks and forums on leadership, participants are placed on attachment to enterprises or non-governmental organisations, followed by reflection on and sharing of their experiential learning. In the 2022/23 school year, 28 principals and 24 vice-principals participated in the leadership enhancement programmes respectively.

In the 2024/25 school year, EDB will continue to work closely with COTAP to promote professional development of the teaching profession. In addition to the above professional development programmes, EDB will make good use of Hong Kong’s first teacher training and exchange base established in January 2024 at South China Normal University in Guangzhou Province, and organise diversified teacher training projects which include offering training on teachers’ ethics and subject development (such as Science subject and

STEAM education) and providing self-learning online resources, thereby enhancing in-depth exchanges between Mainland teachers and local teachers.

As the expenditures and estimates involved in the above projects are subsumed under the overall expenditure of EDB, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB004

(Question Serial No. 0990)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

With regard to catering for students' learning and developmental needs and supporting whole-person education, please advise on the following –

- (1) Will the Government consider launching new initiatives to provide financial support for cross-boundary students in relation to their transportation and meal arrangements?
- (2) What is the funding situation of STEAM education and value education? Has there been any funding collaboration with institutions in the Greater Bay Area? Please set out the requested information in table form.

Asked by: Hon CHAN Han-pan (LegCo internal reference no.: 7)

Reply:

(1)

Under the existing mechanism, cross-boundary students (CBS) may receive Student Travel Subsidy (STS) for the expenses incurred in travelling to and from school within the boundaries of Hong Kong, provided that they have passed the means test and meet the eligibility criteria of the STS Scheme. Students (including CBS) studying in whole-day public sector primary schools (including special schools) or Direct Subsidy Scheme (DSS) primary schools, who receive full grant under the Student Financial Assistance Schemes, are eligible for free lunch at schools. In addition, starting from the 2019/20 school year, the Education Bureau (EDB) has been providing a student grant of \$2,500 each year for all secondary day-school, primary school and special school as well as kindergarten students (including eligible CBS) to alleviate parents' financial burden in defraying educational expenses. We will continue to closely monitor the transportation arrangements for CBS who cross the boundary to attend schools, ascertain their needs and take account the views of stakeholders to work out the appropriate arrangements and support for CBS.

(2)

Over the years, EDB has been stepping up the promotion of STEAM (Science, Technology, Engineering, the Arts and Mathematics) education with a view to enhancing students' interest and abilities in science, mathematics and innovation and technology and fostering their creative thinking. Major initiatives include renewing curriculum, enhancing the professional development of teachers, and providing resources support for schools, etc. Currently, schools have been actively taking forward STEAM education. In general, teachers implement STEAM education through learning activities across subjects, such as project learning, thematic learning, as well as designs and inventions.

EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEAM education. To dovetail the step-up promotion of STEAM education, a subject on science is introduced for primary schools in Hong Kong, scheduled for implementation starting from the 2025/26 school year. EDB has earmarked about \$200 million and provided each public sector and Direct Subsidy Scheme (DSS) primary school with a one-off grant of \$350,000 in March this year to support schools in kick-starting Primary Science. In addition, EDB has been providing public sector and DSS schools with the recurrent Life-wide Learning Grant starting from the 2019/20 school year, with an annual provision of about \$900 million to support schools in organising more out-of-classroom experiential learning activities, including STEAM learning activities.

Meanwhile, the Quality Education Fund (QEF) has included STEM/STEAM education as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools starting from the 2018/19 school year, under which schools may apply for funding to launch school-based curriculum development and/or student support measures, including the development of school-based STEM/STEAM education. From the 2018/19 to 2022/23 school years, QEF approved over 1 000 projects related to information technology in education and STEM/STEAM education through the Priority Themes Funding Programme and the Dedicated Funding Programme for Publicly-funded Schools, with a total funding of over \$1 billion. In the meantime, QEF has allocated \$500 million for the development of e-learning ancillary facilities that meet local learning and teaching needs through co-operation between the education and business sectors, with a view to further promoting STEAM education. There are in total 22 projects funded under this programme. These projects have commenced in the beginning of the 2023/24 school year and involve a total funding of around \$240 million.

With regard to values education, EDB has all along supported schools to promote values education by updating curriculum guides, developing learning and teaching resources, providing teacher training and organising activities for students. To foster students' development of proper values and attitudes, we continue to enhance the content of the Values Education Curriculum Framework (Pilot Version) (2021), and develop diversified learning and teaching resources, such as the production of a music video entitled “《世上只有》” (Chinese only) to promote “Filial Piety”; the Values Education Comics Resources – “《「未來」教你應做的十件事》” (Chinese only) to help students acquire knowledge about life education, sex education, media and information literacy education and proper values; the Values Education Animation Resources – “Chinese Virtues from Ancient to Modern Times – Traditional Virtues and Positive Values Learning Resource Package” to foster traditional Chinese virtues among students. Diversified teacher professional development programmes

that cover different cross-curricular domains are also being offered to teachers of different posts, such as the “Programme on Planning Life Education for Primary and Secondary Schools”, the “Values Education Experiential Learning Workshop: Teaching strategies and resources for Promoting Health Education (including Anti-Drug Education/Resistance to Harmful Substance) in Primary and Secondary Schools”, and the “Values Education (Sex Education) Series: How to Protect Children from Sexual Abuse Online Course”. Since 2003, EDB has been organising the values education promotional programme “My Pledge to Act” every school year and providing relevant learning and teaching resources and promotional materials to support schools in creating a conducive campus atmosphere through school-based collective commitment and a series of related learning activities for helping students develop a healthy lifestyle and nurture their good character, thereby enhancing their whole-person development.

With the exception of the above grants/funding programmes, manpower resources, expenditures and estimated expenditure involved in the above tasks are subsumed under the overall expenditure of EDB and a breakdown of the expenditure is therefore not available. EDB does not have any funding collaboration with institutions in the Greater Bay Area to promote STEAM education and values education.

- End -

CONTROLLING OFFICER'S REPLY

EDB005

(Question Serial No. 2917)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Pilot Project on the Development of Applied Degree Programmes (the Pilot Project), please advise this Committee of the following –

- (1) The number of places and actual intakes of each programme in the past 3 years.
- (2) Are there any plans to expand the Pilot Project to include more academic disciplines? If yes, what are the details and the expenditures involved?
- (3) As the establishment of vocational and specialised universities/applied universities is a crucial step in promoting vocational and professional training, what are the plans for the related work? Are there currently any preparatory proposals? If yes, what are the estimated expenditures involved and the timetable?

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 45)

Reply:

(1) to (2)

The Government launched two rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Eight pilot applied degree programmes offered by four self-financing post-secondary institutions were selected. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) has been appointed as a consultant to assist the institutions in developing the pilot programmes. The first batch of pilot programmes were launched in the 2022/23 academic year, while the second batch of programmes are expected to be launched in the 2024/25 academic year pending their successful completion of the relevant quality assurance processes. The numbers of subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in the two rounds of the Pilot Project and the actual intakes (full-time local students) are set out at Annex.

On the basis of the experience gained from the Pilot Project, we promulgated the Guidelines in Developing Applied Degree Programmes (the Guidelines)^(Note) in February 2024, encouraging post-secondary institutions to carry out planning for more applied degree programmes. In addition, we plan to provide additional support for applied degree programmes through SSSDP, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of \$5,000 (for non-laboratory-based applied degree programmes) and \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone the relevant accreditation. In the 2024/25 academic year, each of the students concerned may receive subsidies up to \$50,810 or \$87,770 respectively. We will also enhance the relevant mechanism to allow relevant institutions under SSSDP to make a one-off tuition fee adjustment after the completion of the accreditation for applied degree programmes so that the enhanced cost structure of developing and operating applied degree programmes can be reflected. It is expected that around 2 500 eligible full-time students enrolling in the eight applied degree programmes offered by the four self-financing post-secondary institutions will be benefitted in the 2024/25 academic year. The estimated additional expenditure for 2024-25 is around \$20 million.

Note: The Guidelines are set out at Appendix 1 of the Manual for Institutional Review for University of Applied Sciences: https://www.hkcaavq.edu.hk/en/accreditation/institutional_review/.

(3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by HKCAAVQ and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising

joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

Information on SSSDP subsidisation in the Pilot Project

Institution	Applied degree programme (Note 1)	2022/23 academic year		2023/24 academic year (Note 3)		2024/25 academic year (Note 3)	
		No. of subsidised places	Actual intake	No. of subsidised places	Actual intake	No. of subsidised places	Actual intake
Saint Francis University (Note 2)	Bachelor of Nursing (Honours) programme	520	519	640	639	640	Relevant figures not yet available
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management programme (Note 4) (Note 5)	-	-	-	-	24	
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	50	22	55	51	70	
	Bachelor of Business Administration with Honours in Sports and Recreation Management programme (Note 5)	-	-	-	-	154	
Technological and Higher Education Institute of Hong Kong of the Vocational Training Council	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management programme	25	8	52	19	42	
	Bachelor of Engineering (Honours) in Building Services Engineering programme (Note 5)	-	-	-	-	130	
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology programme	50	5	100	34	80	
	Bachelor of Health Information and Services Management (Honours) programme (Note 5)	-	-	-	-	40	

Note 1: Programmes were launched in the 2022/23 academic year for the first round of the Pilot Project and will be launched in the 2024/25 academic year at the earliest for the second round.

Note 2: Caritas Institute of Higher Education has been retitled to Saint Francis University with effect from 9 January 2024.

Note 3: SSSDP has been expanded to cover top-up degree programmes with effect from the 2023/24 academic year. Figures for the current academic year include the subsidised places of first-year-first-degree programmes and top-up degree programmes under SSSDP.

Note 4: The institution plans to rename the programme of Bachelor of Business Administration (Honours) (Hotel and Tourism Management Stream) as Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management in the 2024/25 academic year.

Note 5: The programme and its number of intake are subject to the accreditation for applied degree programmes and the approval by relevant professional bodies, if applicable.

- End -

CONTROLLING OFFICER'S REPLY**EDB006****(Question Serial No. 2918)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding students with special educational needs (SEN) in primary and secondary schools, please advise of –

- i. the numbers of students with SEN studying in public sector mainstream primary and secondary schools, and their percentage shares in the total number of students in the past 5 years (with a breakdown by SEN type);
- ii. the numbers of teachers with qualifications/training in special education in public sector mainstream primary and secondary schools, and their percentage shares in the total number of teachers in the past 5 years; and
- iii. the numbers of educational psychologists employed by the Education Bureau, the staff wastage, and the numbers of new recruits in the past 5 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 46)

Reply:

(i)

The numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools, and their respective percentage shares in the number of students studying in public sector ordinary primary and secondary schools from the 2018/19 to 2022/23 school years are tabulated below –

School Year	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	25 010 (8.3%)	27 320 (9.1%)	28 650 (9.8%)	29 310 (10.5%)	29 910 (11.2%)
Secondary	24 070 (9.4%)	25 860 (10.1%)	27 990 (10.9%)	29 580 (11.6%)	31 050 (12.4%)

The numbers of students with SEN studying in public sector ordinary primary and secondary schools by SEN type from the 2018/19 to 2022/23 school years are set out at Annex.

(ii)

The number of teachers with special education training in public sector ordinary primary and secondary schools, and their percentage share in the total number of teachers serving in public sector ordinary primary and secondary schools from the 2018/19 to 2022/23 school years are tabulated below –

School Year	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	9 487 (43%)	9 741 (43%)	9 776 (43%)	10 465 (47%)	11 971 (54%)
Secondary	7 306 (33%)	7 537 (33%)	7 670 (34%)	8 445 (37%)	10 143 (44%)

(iii)

The numbers of educational psychologists (EPs) employed by the Education Bureau (EDB), the staff wastage, and the numbers of new recruits from the 2018/19 to 2022/23 school years are tabulated below –

School Year	2018/19	2019/20	2020/21	2021/22	2022/23
No. of EPs ^(Note 1)	80	84	87	92	79
Staff wastage ^(Note 2)	3	3	2	12	16
New recruits ^(Note 3)	12	7	5	17	3

Notes:

1. Figures refer to the position as at 15 September in the respective school years.
2. “Staff wastage” refers to EPs who were serving in EDB as at 15 September in the preceding school year but were no longer serving in EDB as at 15 September in the school year concerned.
3. “New recruits” refers to EPs who were not serving in EDB as at 15 September in the preceding school year but were serving in EDB as at 15 September in the school year concerned.

**Number of students with SEN studying in public sector ordinary primary and secondary schools
in the 2018/19 to 2022/23 school years** ^(Note 1)

School Year	School Level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/Hyperactivity Disorder	Mental Illness <small>(Note 2)</small>	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2018/19	Primary	760	5 690	5 110	60	10 370	110	40	360	2 510
	Secondary	830	3 840	6 780	310	11 430	150	60	310	360
2019/20	Primary	810	6 400	5 500	70	11 200	110	30	390	2 810
	Secondary	790	4 410	7 660	500	11 480	140	60	310	510
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620
2022/23	Primary	1 090	6 850	5 750	160	12 190	100	40	350	3 380
	Secondary	800	5 840	9 290	1 010	12 950	150	50	260	700

Notes:

1. Figures refer to the position as at September in the respective school years.
2. Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.

- End -

CONTROLLING OFFICER'S REPLY

EDB007

(Question Serial No. 0900)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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

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

Asked by: Hon CHAN Kapui, Judy (LegCo internal reference no.: 27)

Reply:

(1)

Since the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). The numbers of public sector primary and secondary schools receiving SBEPS in the 2021/22 to 2023/24 school years are tabulated as follows –

School year	2021/22	2022/23	2023/24
Primary school	456	456	456
Secondary school	389	388	388

(2) and (3)

SBEPS is provided by the educational psychologists (EPs) employed by the Education Bureau (EDB) and school sponsoring bodies (SSBs). EDB will create new EP posts for SSBs and provide the base schools employing EPs with the SBEPS Grant on a recurrent basis to cover related expenditures, including the hiring of professional supervision for EPs, administrative

support and general expenses. EPs adopt a comprehensive and integrated service model to provide support at the school system, teacher and student levels to enhance schools' professional capacity to cater for students' diverse educational needs. From the 2016/17 school year onwards, EDB has implemented progressively the Enhanced SBEPS for public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs. EDB will continue to increase the number of schools receiving the Enhanced SBEPS to meet the needs of more schools. As EPs are deployed by EDB and SSBs on the basis of the number of schools while the number of students served is not the major consideration for deployment, we do not have figures on the EP to student ratio.

The EP establishment for SBEPS (including the Enhanced SBEPS) and the total expenditure involved in the 2021/22 to 2024/25 school years are tabulated as follows –

School year	2021/22	2022/23	2023/24 (Revised estimate)	2024/25 (Estimate)
EP establishment	181	186	198.5	200
Expenditure (\$ million)	176	171	211	258

- End -

CONTROLLING OFFICER'S REPLY

EDB008

(Question Serial No. 0905)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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

- (1) the manpower and expenditure involved in promoting STEAM education and the results achieved in the past 3 years;
- (2) details of the professional development training programmes offered to STEAM co-ordinators and teachers, the results achieved and the expenditure involved in the past 3 years;
- (3) the average annual amount of funding granted to successful applicants of the Gifted Education Fund in the past 3 years; whether a ceiling was set on the administration cost for each successful application; if yes, of the ceiling amount; if no, of the reasons;
- (4) the number of STEAM teachers employed for aided primary schools each year since the launch of the pilot scheme in relation to employment of STEAM teachers for aided primary schools, and the manpower and expenditure involved; and
- (5) the number of schools applying for joining the Pilot Scheme on "Enhancing Science and Technology Learning at Upper Primary Level", the respective numbers of schools joining as "Core Schools" and "Network Schools", and the manpower and expenditure involved.

Asked by: Hon CHAN Kapui, Judy (LegCo internal reference no.: 32)

Reply:

(1) and (2)

Overall measures relating to STEAM education

Over the past years, the Education Bureau (EDB) has been continuously implementing diversified strategies to step up the promotion of STEAM education in primary and secondary schools, so as to strengthen students' interest and abilities in science, mathematics, and innovation and technology (I&T), as well as cultivating their innovativeness. Relevant measures include renewing curriculum, providing learning and teaching resources, and enhancing professional development of teachers, etc. Currently, schools have been actively taking forward STEAM education. In general, teachers implement STEAM education through learning activities across subjects, such as project learning, thematic learning, as well as designs and inventions. As reflected by the survey results from the questionnaire issued by EDB to schools in January 2024, currently all publicly-funded primary and secondary schools have designated co-ordinators to holistically plan STEAM education within and beyond the classroom; all publicly-funded primary and secondary schools also organise or arrange students to participate in quality STEAM activities of reasonable scale every year; the vast majority of publicly-funded primary schools have implemented enriched coding education at the upper primary level in this school year as recommended by EDB and the vast majority of publicly-funded secondary schools have implemented the curriculum module relating to artificial intelligence (AI) education at the junior secondary level, and they have made good progress.

Professional development training for teachers

A professional teaching force is key to the promotion of STEAM education. EDB has been collaborating with different I&T organisations, tertiary institutions and professional bodies to organise professional development programmes, so as to assist STEAM co-ordinators and teachers in keeping abreast of the latest developments in I&T. From the 2020/21 to 2022/23 school years, EDB organised a new round of intensive training programme for STEM (Science, Technology, Engineering and Mathematics)/STEAM co-ordinators and teachers in primary and secondary schools. The programme covered curriculum planning, pedagogical design and the use of relevant learning, teaching and assessment strategies in relation to STEM/STEAM education. Around 4 000 co-ordinators and teachers in primary and secondary schools participated in the programme and the responses from schools were positive. EDB has also collaborated with Cyberport to launch the Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools in the 2022/23 and 2023/24 school years, providing a total of 1 000 training places. The programme covers a variety of I&T topics, such as AI, green technology, gerontechnology and financial technology, to facilitate co-ordinators' mastery of strategising the application of I&T in learning and teaching. In addition, in the 2023/24 school year, EDB is conducting district-based leadership workshops for STEAM co-ordinators in secondary schools, and the workshops have been well-received.

Teacher professional training on I&T also includes coding education, AI education and subject-related Core Professional Development Training on I&T. EDB has been conducting training on coding education since the 2019/20 school year. As of February 2024, around 4 800 primary teachers participated in the training. In the 2023/24 school year, we have rolled out a new series of teacher training programme on AI for the junior secondary level. As of February 2024, around 420 teachers participated. Feedback from the participants about the programmes on coding education and AI education was positive.

By providing subject-related Core Professional Development Training on I&T, EDB assists teachers in keeping abreast of subject-related developments in I&T and integrating I&T elements into the classroom teaching of the subjects concerned. From the start of the 2022/23 school year until February 2024, EDB has organised a total of over 420 sessions of Core Professional Development Training on I&T, covering topics such as novel materials science, biotechnology, and energy technology. Around 25 000 teachers participated.

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

Expenditure

EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEAM education. In addition, EDB has been providing public sector and Direct Subsidy Scheme (DSS) schools with the recurrent Life-wide Learning Grant starting from 2019/20 school year, with an annual provision of about \$900 million to support schools in organising more out-of-classroom experiential learning activities, including STEAM learning activities.

Meanwhile, the Quality Education Fund (QEF) has included STEM/STEAM education as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools starting from the 2018/19 school year, under which schools may apply for funding to launch school-based curriculum development and/or student support measures, including the development of school-based STEM/STEAM education. From the 2018/19 to 2022/23 school years, QEF approved over 1 000 projects related to information technology in education and STEM/STEAM education through the Priority Themes Funding Programme and the Dedicated Funding Programme for Publicly-funded Schools, with a total funding of over \$1 billion. In the meantime, QEF has allocated \$500 million for the development of e-learning ancillary facilities that meet local learning and teaching needs through co-operation between the education and business sectors, with a view to further promoting STEAM education. There are in total 22 projects funded under this programme. These projects have commenced in the beginning of the 2023/24 school year and involve a total funding of around \$240 million.

With the exception of the above grants/funding programmes, the manpower and expenditure involved in the promotion of STEAM education in primary and secondary schools (including special schools) are subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

(3)

The average amounts of funding granted to Off-school Advanced Learning Programmes under the Gifted Education Fund in the past 3 school years (2021/22 to 2023/24) are tabulated as follows –

2021/22	2022/23	2023/24
\$932,002	\$997,096	\$1,035,023

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

(4)

From the 2022/23 to 2024/25 school years, EDB has been providing flexibility for employment of teachers having expertise in STEAM-related subjects to fill Assistant Primary School Master/Mistress (APSM) vacancies in the staff establishment in aided primary schools (including special schools with a primary section) as STEAM teacher on a pilot basis with a view to facilitating schools in the implementation and promotion of STEAM education. Government primary schools may refer to the arrangement in aided schools to employ STEAM teacher as temporary teacher to fill their APSM vacancies. As at the end of February 2024, there were 30 and 37 STEAM teachers employed by aided primary schools in the 2022/23 and 2023/24 school years respectively. The salaries of STEAM teachers are referenced from the current pay scale of APSM, i.e. Master Pay Scale Point 15 to 29. The actual salary point is subject to the academic qualifications and teaching experience of the teachers concerned. EDB remunerates the teachers concerned through the Salaries Grant provided to schools.

(5)

EDB implemented the Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level” (the Pilot Scheme) in the 2022/23 school year. A total of 140 primary schools applied to participate in the Pilot Scheme, with 20 and 120 schools selected as “Core Schools” and “Network Schools” respectively. Through collaboration with school teachers, including collaborative lesson planning and lesson observation, EDB encouraged schools to conduct trial teaching on the enriched learning contents of science and technology and summarise the practical experience gained, thereby enhancing primary school teachers’ professional capability in science and technology education. Shortly after the completion of the Pilot Scheme in August 2023, the Curriculum Development Council Committee on Science Education set up the Ad Hoc Committee for the Development of the Science (Primary 1 – 6) Curriculum (the Ad Hoc Committee), and took forward the introduction of Primary Science by referring to the teaching experience gained from the Pilot Scheme and stakeholders’ views. The Science (Primary 1 – 6) Curriculum Framework (Final Version) developed by the Ad Hoc Committee was accepted by the Curriculum Development Council in February 2024. All primary schools in Hong Kong are required to implement Primary Science in Primary 1 and Primary 4 starting from the 2025/26 school year, and extend it to all primary levels in the 2027/28 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB009

(Question Serial No. 2298)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 196 of the Budget Speech that in respect of the promotion of vocational and professional education and training (VPET), the Government has set aside a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences for joint publicity and promotion of VPET, and raise the status of VPET among parents, students and society in general. In this connection, please advise this Committee of –

- (1) the estimated expenditures on the above promotion and the manpower resources required; and
- (2) the details of the HKSAR Government's plans for nurturing quality VPET talent.

Asked by: Hon CHAN Man-ki, Maggie (LegCo internal reference no.: 36)

Reply:

(1) and (2)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council

for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next five to ten years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

In addition, to further strengthen the positioning of VPET at degree level, we will provide additional support for applied degree programmes through the Study Subsidy Scheme for Designated Professions/Sectors, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. It has also been announced in the 2024-25 Budget that the Government has set aside some \$680 million to support the Vocational Training Council's (VTC) efforts to enhance VPET. The specific use of the provision includes extending the Pilot Incentive Scheme to Employers (PISE) and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Pilot Subsidy Scheme) for five years, stepping up support for student-exchange activities, strengthening assistance to students with special educational needs and encouraging employers to provide workplace learning opportunities, etc. The Education Bureau is liaising closely with VTC on the launch and implementation details of various initiatives, and will evaluate and review their effectiveness in a timely manner. And, the Government established the Steering Committee on Promotion of VPET and Qualifications Framework in 2020 to collect the views from different stakeholders and further promote the development of VPET in Hong Kong through a more innovative and coordinated approach. Publicity for VPET has been rolled out through diverse channels, including large-scale events, online platforms, social media, various forms of advertisements, etc. We will continue to step up efforts to promote the development of VPET at different levels.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 1599)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It has been indicated that a Northern Metropolis University Town is to be developed to promote post-secondary education. Currently, the Government has proposed to reserve sites for post-secondary education in different development areas. In this connection, please advise this Committee of the following –

1. What are the reasons for the piecemeal development of the Northern Metropolis University Town? Which ones better suit the practical needs of the innovation and technology development in Hong Kong, the practices adopted for university town development in the Mainland or those adopted overseas?
2. According to media coverage, a number of universities have expressed interest in operating in the Northern Metropolis. One of them even indicated willingness to surrender its campus in the urban area for relocation to the Northern Metropolis. What is the Government's stance on individual universities and post-secondary institutions being interested in operating in the Northern Metropolis? Will the Government give them assistance or earmark sites for their development?

Asked by: Hon CHAN Yuet-ming (LegCo internal reference no.: 23)

Reply:

The Government strives to develop the Northern Metropolis University Town, where post-secondary institutions are encouraged to strengthen co-operation with renowned Mainland and overseas institutions, and create synergy by sharing resources and enhancing collaboration with the industry sector. After consulting with post-secondary institutions, the Education Bureau (EDB) is proactively reviewing the distribution of and demand for land for post-secondary education use in the Northern Metropolis, maintaining contact with institutions interested in participating in the Northern Metropolis development, and following up on related matters with relevant bureaux/departments. In light of the varying lead times for developing different sites, EDB will follow up with the institutions concerned in due

course with a view to taking forward the construction of the Northern Metropolis University Town in phases.

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 1046)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau will “continue to provide additional funding to public sector and Direct Subsidy Scheme primary/secondary schools admitting non-Chinese speaking (NCS) students to facilitate the implementation of the ‘Chinese Language Curriculum Second Language Learning Framework’”.

- (1) What will be the manpower and expenditure involved?
- (2) Will there be an increase in the relevant funding to facilitate the creation of an NCS student-friendly environment in schools?

Asked by: Hon CHAN Yung (LegCo internal reference no.: 26)

Reply:

(1) and (2)

The Government is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. The Education Bureau (EDB) has been providing NCS students with all-encompassing learning support from pre-primary to secondary levels through diverse strategies to help NCS students master the Chinese language and integrate into the community.

Regarding the provision of additional funding, since the 2014/15 school year, EDB has been providing additional funding for public sector and Direct Subsidy Scheme primary, secondary and special schools admitting NCS students and offering the local curriculum. It aims to facilitate schools to implement the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) and support NCS students in learning Chinese as well as create an inclusive learning environment. Starting from the 2020/21 school year, the Government has further extended the scope of beneficiary schools to include all primary, secondary and special schools admitting NCS students. They are provided with an additional funding ranging from about \$0.15 million to about \$1.5 million per year, depending on the number of NCS students admitted. The amount of additional funding is

adjusted according to the movement of the Composite Consumer Price Index and the Civil Service Pay Adjustment every school year. EDB will continue to review the implementation of various support measures along the professionalism of education and the needs of students to help NCS students master the Chinese language and integrate into the community.

The estimated expenditure for disbursement of the above additional funding to eligible primary and secondary schools is about \$410 million for the 2024/25 school year. The actual expenditure depends on the number of NCS students admitted by schools in that school year. As the provision of the funding and professional support for schools is part of EDB's regular work, the manpower and administrative expenditures involved are subsumed under the overall expenditure of EDB. Therefore, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 1047)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau will “offer opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers” in the coming year.

- (1) What are the estimated manpower and expenditure involved?
- (2) Will the Government collaborate with other organisations to organise Mainland exchange programmes? If yes, what are the organisations involved and the amount of provision to be earmarked?

Asked by: Hon CHAN Yung (LegCo internal reference no.: 27)

Reply:

(1) and (2)

Mainland exchange programmes/study tours for students

Mainland exchange programmes and study tours for students form an important part of national education, supporting students to enhance their understanding of the history, culture, technology and development of our country through first-hand experience and strengthen their sense of national identity. EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. Mainland exchange programmes cover a variety of topics, including history, culture, economy and technology, among others. With full resumption of normal travel between Hong Kong and the Mainland, EDB has resumed Mainland exchange programmes for students in the 2023/24 school year and the responses from schools are positive.

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All

students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB.

Currently, EDB is responsible for organising and planning the itineraries for the two aforesaid programmes, and will select qualified local licensed travel agents to be commissioned in accordance with the Government's established procedures. For the 2024/25 school year, the estimated expenditures of Mainland exchange programmes for students and CS Mainland study tours are \$115 million and \$116 million respectively. The manpower resources required for the relevant activities are subsumed under the recurrent expenditure of EDB.

Professional exchange among teachers

As mentioned in the Chief Executive's 2022 Policy Address, newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools would be required to participate in the Mainland study tours while in-service teachers will be offered more Mainland study opportunities to gain direct personal experience of the development of the country so as to strengthen their abilities to nurture students' sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland in early 2023, EDB has promptly kick-started relevant Mainland study tours to provide teachers with more opportunities to participate in training in the Mainland. As announced in the Chief Executive's 2023 Policy Address, EDB will strengthen co-operation with Mainland authorities and institutions to organise regular professional training programmes, exchanges and collaboration projects in the Mainland with a target of organising about 45 Mainland study tours in the 2023/24 school year for about 5 000 newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools. Through direct personal observations and experiences, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, teachers can gain a deeper understanding of the latest development of our country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total. Participating teachers gave very positive feedback on the Mainland study tours and considered that the tours enabled them to have a deeper understanding of the Mainland's development in different aspects.

The expenditures involved in organising Mainland professional exchange activities for teachers are set out as follows –

School year	Expenditure (\$ million) [®]
2023/24 ⁺	39.4
2024/25 ⁺⁺	41.7

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

⁺ Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB013

(Question Serial No. 1048)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

In the coming year, the Education Bureau will “collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications”.

- (1) What are the details and timetable of the relevant plan? For example, what disciplines and types of institutions will the mutual recognition begin with?
- (2) What are the estimated manpower and expenditure involved?

Asked by: Hon CHAN Yung (LegCo internal reference no.: 28)

Reply:

(1) to (2)

The Hong Kong Special Administrative Region Government has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications in a bid to expand the vocational and professional talent pool of Hong Kong, create strong impetus for growth for Hong Kong, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. In the first half of 2023, the Education Bureau completed the Review of Sub-degree Education to more sharply differentiate vocational and professional education and training (VPET) and academic pathways, and to enhance the positioning of VPET at sub-degree level. The updated programme guidelines were promulgated in July 2023. We also made a study visit to Guangdong Province in November 2023 and met with the relevant Mainland authority and institutions offering higher vocational education. We are proactively following up the mutual recognition of sub-degree level qualifications with the relevant Mainland authorities and are exploring the trial implementation of mutual recognition on a pilot basis. Details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB014

(Question Serial No. 1058)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

In the coming year, will the Education Bureau place emphasis on strengthening values education (including national education, patriotic education and national security education) for kindergartens by, inter alia, updating textbook contents and providing teacher training? If yes, what are the specific plans? What are the estimated manpower and expenditure involved?

Asked by: Hon CHAN Yung (LegCo internal reference no.: 25)

Reply:

The Education Bureau (EDB) has all along been encouraging kindergartens (KGs) to promote values education (including national education, patriotic education and national security education) in accordance with children's abilities, and to nurture in them proper values, a sense of belonging to our country, an affection for the Chinese people, and a sense of national identity from an early age. Relevant elements, such as helping children understand Hong Kong's status as part of our country and their Chinese identity, and developing a basic understanding of the national flag, national anthem, national emblem, regional flag and regional emblem, as well as educating children to abide by the law and take good care of public property, have already been incorporated in the *Kindergarten Education Curriculum Guide (KGECEG)* and learning and teaching materials (including textbooks).

KGs design learning activities with real-life themes and an integrated approach. In accordance with the curriculum aims and framework in KGECEG, the principle of child-centredness and the growth and developmental needs of children, KGs adopt appropriate learning and teaching resources, including books, teaching packages or learning materials developed by EDB, and strengthen relevant elements in games and activities, so as to provide children with real-life, sensory and interesting learning experiences on values education.

EDB continues to produce diversified learning and teaching resources, such as the short video entitled “National Flag Raising Ceremony and National Education in Kindergartens”, the Information Sheet on National Education and National Security Education, and the “Values Education Learning and Teaching Resources Series”, which features topics such as “Understanding Chinese Culture”, “National Education – Social Morality” and “Diligence and Perseverance”, for KGs’ reference and use. The resources serve to support KGs in promoting national education and fostering in students a sense of belonging to and affection for our country.

In addition, EDB continuously organises relevant professional development activities for KG teachers. Workshops on national flag raising ceremony have been conducted to enhance teachers’ knowledge and skills on conducting a national flag raising ceremony in kindergartens, thereby enabling children to learn to respect the national anthem and national flag. The Bureau has also been rendering diversified school-based support services (including on-site support and learning communities) to enhance the professional capacity of KG teachers in planning and developing the school curriculum, so that more effective ways can be adopted to promote values education.

EDB also provided KGs joining the Kindergarten Education Scheme with a one-off “Grant for Promotion of Chinese Art and Culture” in March 2023. The Grant was enhanced in March 2024 with, inter alia, the amount of subsidy increased and the deployment period extended so as to strengthen support for KGs to organise more diversified school-based activities on Chinese culture, thereby further promoting students’ understanding and appreciation of Chinese culture from an early age, and cultivating in them a sense of national identity, as well as their sense of belonging, pride and affection for our country. The total expenditure involved is about \$232 million.

EDB will continue to adopt a variety of strategies to support KG teachers in implementing values education. Except for the aforementioned expenditure on the Grant, the manpower and expenditure involved in the relevant tasks are subsumed under EDB’s recurrent expenditure, and a separate breakdown is thus not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 1865)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) by the Education Bureau in public sector ordinary primary and secondary schools, will the Government advise this Committee of the following –

- (1) Please provide the following information on the implementation of the Enhanced SBSTS in public sector ordinary schools in each of the past 5 years: (i) the number of speech therapists employed; (ii) the number of students served; and (iii) the expenditure involved.
- (2) How many speech therapists are employed by public sector ordinary primary and secondary school clusters under the Enhanced SBSTS? How many of these cluster schools need to procure services in order to arrange transitional SBSTS for students? Please set out the expenditure involved and the hours of service procured.
- (3) What are the details of the speech therapy-related programmes offered by post-secondary institutions and the number of places offered in each of the past 5 years? Will the Government consider subsidising these institutions to increase the number of places to meet the high demand for speech therapy service from students with special needs? If yes, what are the details? If no, what are the reasons?
- (4) How does the Government evaluate the effectiveness of implementation of SBSTS?

Asked by: Hon CHAU Siu-chung (LegCo internal reference no.: 20)

Reply:

- (1) Starting from the 2019/20 school year, the Education Bureau (EDB) has created school-based speech therapist (SBST) posts in public sector ordinary schools by phases to implement the

Enhanced School-based Speech Therapy Service (Enhanced SBSTS). The service was fully implemented in the 2023/24 school year. The SBST establishment and the related total expenditures for the Enhanced SBSTS in the 2019/20 to 2023/24 school years are tabulated as follows –

School year	SBST posts	Expenditure (\$ million)
2019/20	118	85.8
2020/21	200	138.2
2021/22	283	193.9
2022/23	348	246.4
2023/24	412	305.2 (Revised estimate)

SBSTs provide assessment and treatment for students with speech and language impairment (SLI) to reduce the impacts on their communication, learning and social aspects. They also arrange and organise activities and programmes for enhancing language learning, incorporate language learning strategies into instructional elements, and integrate the strategies into classroom learning, so as to enhance the language abilities of all students in school. Therefore, the Enhanced SBSTS benefits not only the students with SLI but also other students in school. The numbers of students with SLI, including those with other types of special educational needs simultaneously, in public sector schools in the 2019/20 to 2023/24 school years are as follows –

School year	No. of students with SLI
2019/20	29 770
2020/21	32 220
2021/22	35 050
2022/23	38 100
2023/24	40 760

(2)

With the full implementation of the Enhanced SBSTS in public sector ordinary primary and secondary schools in the 2023/24 school year, EDB has formed school clusters for all schools and created a total of 412 SBST posts. School clusters would recruit SBSTs as soon as possible. In case of unsuccessful recruitment of SBSTs, the school clusters may temporarily procure service to support students with SLI. Since EDB does not collect related expenditure and service hours of service procured by schools, relevant information is unavailable.

(3)

There are currently 4 universities in Hong Kong offering 5 speech therapy programmes, providing a total of about 140 to 180 places each year. Considering the provision of training places for speech therapists in these universities and a certain number of speech therapists (STs) currently providing SBSTS, the supply of STs should be sufficient to meet the demand of primary and secondary schools. The numbers of first-year intake places for each of these programmes in the past 5 years (i.e. 2019/20 to 2023/24 school years) are tabulated in Annex.

(4)

EDB attaches great importance to the quality of SBSTS and has been facilitating the establishment and enhancement of self-evaluation mechanisms in schools. Schools are required to assess the effectiveness of SBSTS implementation through various means. EDB also provides tools such as effectiveness review forms and stakeholder surveys for schools' reference and use, in order to support the self-evaluation work of schools. EDB's specialist staff have been providing regular professional support regarding the implementation of SBSTS. In addition to maintaining communication with principals, Special Educational Needs Coordinators, etc., they also render professional support to SBSTs, including observing speech therapy services at schools, reviewing relevant service documents, and understanding the treatment progress of individual students, to ensure the quality of service.

**Numbers of first-year intake places of speech therapy programmes
offered by post-secondary institutions in the 2019/20 to 2023/24 school years** ^{Note 1}

Programme/School year	2019/20	2020/21	2021/22	2022/23	2023/24
Bachelor of Science in Speech-Language Pathology, University of Hong Kong	50	48	48	56	63
Master of Science in Educational Speech-Language Pathology and Learning Disabilities, The Education University of Hong Kong	39	40	40	37	47
Master of Speech Therapy, The Hong Kong Polytechnic University	36	36	36	36	38
Bachelor of Science (Honours) in Speech Therapy, The Hong Kong Polytechnic University	Not applicable ^{Note 2}				12
Master of Science in Speech-Language Pathology, The Chinese University of Hong Kong	Not applicable <small>Note 3</small>	40	Not applicable <small>Note 3</small>	48	Not applicable <small>Note 3</small>

Note 1 – Provided by post-secondary institutions.

Note 2 – The Hong Kong Polytechnic University has started running the Bachelor of Science (Honours) in Speech Therapy programme since the 2023/24 school year.

Note 3 – The Chinese University of Hong Kong runs the programme in alternate years. There were no new intakes in the 2019/20, 2021/22 and 2023/24 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB016

(Question Serial No. 0342)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the numbers of students in kindergartens, primary and secondary schools, please advise this Committee of the following –

- 1) the respective numbers of students in kindergartens/nurseries, primary and secondary schools, as well as the grand total in the past 5 school years;
- 2) the respective numbers of non-Chinese speaking students in kindergartens/nurseries, primary and secondary schools, as well as the grand total in the past 5 school years;
- 3) the respective numbers of cross-boundary students in kindergartens/nurseries, primary and secondary schools, as well as the grand total in the past 5 school years; and
- 4) the respective numbers of students studying in Hong Kong's kindergartens/nurseries, primary and secondary schools but residing in the Mainland, as well as the grand total in the past 5 school years.

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

Reply:

(1)

The total numbers of students by school level from the 2019/20 to 2023/24 school years are tabulated at Annex (Table 1).

(2)

The numbers of non-Chinese speaking (NCS) students by school level from the 2019/20 to 2023/24 school years are tabulated at Annex (Table 2).

(3) and (4)

Cross-boundary students (CBS) refer to Hong Kong students who reside in the Mainland and travel daily across the boundary to study in kindergartens (including kindergarten-cum-child

care centres (KG-cum-CCCs)), primary and secondary schools in Hong Kong. For the past 5 school years, the Education Bureau (EDB) collected information via schools in September 2019, February 2023 and October 2023 on the number of students travelling daily across the boundary to attend schools in Hong Kong in the 2019/20, 2022/23 and 2023/24 school years respectively by school level. The concerned numbers of CBS are tabulated at Annex (Table 3). As for the 2020/21 and 2021/22 school years, due to the impact of the COVID-19 epidemic as well as the restrictions imposed by the anti-epidemic measures and cross-boundary travel in Hong Kong and the Mainland, some CBS temporarily resided in Hong Kong to attend face-to-face classes in schools, but a majority of them still stayed in the Mainland and were not able to come to Hong Kong to attend schools. As such, it is not possible for EDB to gather accurate data on the number of CBS travelling daily across the boundary in the 2 school years as mentioned above. In October 2020 and September 2021, EDB collected information via schools on the number of students studying in kindergartens, primary and secondary schools in each district but residing in the Mainland at that time. The numbers of students residing in the Mainland by school level are tabulated at Annex (Table 4).

(Table 1): Total number of students by school level from the 2019/20 to 2023/24 school years

School level	Total number of students in respective school years				
	2019/20	2020/21	2021/22	2022/23	2023/24
Kindergarten	174 297	164 935	155 956	143 676	136 095
Primary school	373 228	364 257	348 994	333 551	325 564
Secondary school	327 394	329 011	325 927	321 162	328 474
Total	874 919	858 203	830 877	798 389	790 133

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures for kindergartens include KG-cum-CCCs.
- (3) Figures for primary and secondary schools include ordinary primary schools and secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

(Table 2): Number of NCS students by school level from the 2019/20 to 2023/24 school years

School level	Number of NCS students in respective school years				
	2019/20	2020/21	2021/22	2022/23	2023/24
Kindergarten	12 956	12 695	12 612	11 780	12 235
Primary school	10 051	10 262	10 200	10 248	10 486
Secondary school	9 796	10 106	10 224	10 244	10 417
Total	32 803	33 063	33 036	32 272	33 138

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures for kindergartens include KG-cum-CCCs.
- (3) Figures for primary and secondary schools include public sector and Direct Subsidy Scheme ordinary primary and secondary day schools.
- (4) Figures include students whose ethnicity is Chinese but are categorised as NCS students based on the spoken language at home.

(Table 3): Number of CBS by school level in the 2019/20, 2022/23 and 2023/24 school years

School level	Number of students in respective school years		
	2019/20	2022/23	2023/24
Kindergarten	1 479	364	355
Primary school	17 974	6 001	3 467
Secondary school	7 602	9 395	10 670
Total	27 055	15 760	14 492

Notes:

- (1) Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Wong Tai Sin, Tsuen Wan, Kwai Tsing, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin and Tung Chung districts. Figures in the 2019/20 school year refer to the position as at September in 2019, figures in the 2022/23 school year refer to the position as at February in 2023, and figures in the 2023/24 school year refer to the position as at October in 2023.
- (2) Figures for kindergartens include KG-cum-CCCs.

(Table 4): Number of students studying in Hong Kong but residing in the Mainland by school level in the 2020/21 and 2021/22 school years

School level	Number of students in respective school years	
	2020/21	2021/22
Kindergarten	2 243	1 074
Primary school	15 373	9 884
Secondary school	9 355	7 302
Total	26 971	18 260

Notes:

- (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland collected via schools in all districts in October 2020 and September 2021. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS returned to Hong Kong from the Mainland and temporarily stayed with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days returned to live in the Mainland due to the COVID-19 epidemic situation as well as the restrictions imposed by the anti-epidemic measures and cross-boundary travel in the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out at [Table 3](#).
- (2) Figures for kindergartens include KG-cum-CCCs.

- End -

CONTROLLING OFFICER'S REPLY

EDB017

(Question Serial No. 0343)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that the Government has set aside some \$680 million to support the Vocational Training Council's efforts to enhance vocational and professional education and training (VPET) by, among others, extending the Pilot Incentive Scheme to Employers (PISE) and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme) for 5 years; and that a start-up fund of \$100 million has been set aside to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences for joint publicity and promotion of VPET, and raise the status of VPET among parents, students and society in general. In this connection, please advise this Committee of the following –

- (1) the numbers of intakes and graduates of each programme under PISE and the Pilot Subsidy Scheme and the number of graduates staying in the respective industries in the past 5 years;
- (2) the amount of government funding approved for PISE and the Pilot Subsidy Scheme and the number of employers participating in PISE in each of the past 5 years with a breakdown by industry;
- (3) the objectives, details, timetables and specific expenditures of the schemes relating to the promotion of VPET; and
- (4) how the effectiveness of the above schemes are evaluated.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 2)

Reply:

(1) to (4)

The Government has all along been supporting the Vocational Training Council (VTC)'s efforts in enhancing the promotion of vocational and professional education and training (VPET). Since the 2014/15 academic year, VTC has implemented the Training and Support Scheme (TSS), which aims to attract and retain talent for specific industries with a keen

manpower demand by integrating structured apprenticeship training and clear career progression pathways.

Pilot Incentive Scheme to Employers (PISE)

With the Government's support, VTC has implemented PISE under TSS since the 2019/20 academic year to encourage employers to provide trainees with structured workplace learning and assessment, so that the content of training programmes could be more effectively adapted to enhance trainees' performance. Employers participating in PISE can receive a subsidy of up to \$36,000 (per trainee). The Government has approved a total non-recurrent funding of \$108 million for the implementation of PISE.

The numbers of trainees under PISE since its implementation from the 2019/20 academic year by industry and relevant programme are as follows –

Professional field	Industry and relevant programme	Academic year and no. of trainees *			
		2019/20	2020/21	2021/22	2022/23
Engineering and Technology	Building Services and Management	66	90	104	79
	Construction	18	41	69	104
	Electrical Engineering	167	143	169	134
	Mechanical Engineering	41	54	52	48
	Electronic and Information Technology	36	40	70	100
	Environment and Conservation	-	10	4	-
Transportation	Automobile	31	57	40	66
	Aviation	11	-	-	5
Design, Jewellery, Creative Industry	Design and Printing	-	6	1	2
	Jewellery and Watches	3	1	-	1
Healthcare Services	Healthcare Services	-	5	18	18
Testing and Certification	Testing and Certification	4	-	13	1
	Sub-total	377	447	540	558

* As the 2023/24 academic year has not ended, relevant figures are not available yet.

All trainees under PISE are also trainees under TSS. Upon graduation, they are invited to complete a questionnaire to examine whether they will stay in the respective industries for career development. According to the results of the questionnaire survey, the numbers of trainees having completed apprenticeship training under TSS and the percentages of those indicating their intention to stay in the respective industries from the 2019/20 to 2022/23 academic years are tabulated as follows ^{Note 1} –

Academic year	2019/20	2020/21	2021/22	2022/23
No. of trainees having completed apprenticeship training under TSS	712	656	596	647
Percentage of trainees indicating their intention to stay in the respective industries in the survey ^{Note 2}	98%	93%	93%	90%

Note 1: VTC does not maintain breakdown figures on PISE. Relevant figures are data on the whole TSS. As the 2023/24 academic year has not ended, relevant figures are not available yet.

Note 2: Some trainees did not respond to the survey.

The numbers of employers participating in PISE since its implementation are as follows –

Professional field	Industry and relevant programme	Academic year and no. of employers *			
		2019/20	2020/21	2021/22	2022/23
Engineering and Technology	Building Services and Management	11	21	27	25
	Construction	12	17	25	32
	Electrical Engineering	35	26	42	39
	Mechanical Engineering	7	8	12	14
	Electronic and Information Technology	12	12	24	29
	Environment and Conservation	0	7	4	0
Transportation	Automobile	8	7	13	15
	Aviation	3	0	0	4
Design, Jewellery, Creative Industry	Design and Printing	0	4	1	2
	Jewellery and Watches	3	1	0	1
Healthcare Services	Healthcare Services	0	3	9	11
Testing and Certification	Testing and Certification	1	0	3	1
	Sub-total	92	106	160	173

* Participating employers may employ trainees in more than one industry due to the diversified nature of their businesses. As the 2023/24 academic year has not ended, relevant figures are not available yet.

Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme)

The Government has implemented the Pilot Subsidy Scheme with a funding of \$200 million to provide a tuition fee subsidy for a total of 5 600 practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology in 3 cohorts from the 2016/17 academic year. The amount of subsidy is 60% of the tuition fees with a cap at \$45,000 per person. Starting from the 2019/20 academic year, the Government has continued implementing the Pilot Subsidy Scheme with an additional funding of \$234 million. In addition to the programmes in the

aforesaid disciplines, the Pilot Subsidy Scheme has been expanded to cover creative industry programmes offered by VTC, with the amount of tuition fee subsidy capped at \$36,000 per person. The numbers of participants and the amounts of tuition fee subsidy granted for the past 5 years are as follows –

Academic year	No. of students participating in the Pilot Subsidy Scheme [^]				Tuition fee subsidy granted (\$ million) ^{#^}
	Engineering	Creative industries		Total	
	Engineering	Design	Information technology		
2018/19	1 652	-	-	1 652	43.1
2019/20	1 591	265	69	1 925	41.4
2020/21	2 053	402	163	2 618	50.4
2021/22	2 052	331	129	2 512	36.6
2022/23	2 121	249	148	2 518	16.4

[^] Figures as at 29 February 2024.

[#] To receive the tuition fee subsidy, the applicant must meet the relevant criteria, including the requirement that the applicant must be a Hong Kong permanent resident who has successfully enrolled in a designated part-time programme offered by VTC for the first time; also, the applicants must not have applied for or been granted any other form of subsidy or financial assistance from the Government or their employers for the same programmes. Each applicant may apply for tuition fee reimbursement for not more than two programmes. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Promotion of VPET

The Government will continue to adopt the strategy of industry-institution collaboration and diversified development to enhance the promotion of VPET, and has set aside some \$680 million to support VTC's efforts. The specific use of the provision includes extending the two aforesaid schemes for 5 years, stepping up support for student-exchange activities, strengthening assistance to students with special educational needs and encouraging employers to provide workplace learning opportunities etc. The Education Bureau is liaising closely with VTC on the implementation details of various initiatives, and will evaluate and review their effectiveness in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB018

(Question Serial No. 0344)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Government's payment of examination fees for school candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past 6 years, please advise this Committee of the following –

- (1) the respective numbers of school candidates and other candidates entering for HKDSE, and the government expenditure involved in the past 6 years?
- (2) the respective numbers of school candidates and other candidates meeting the general minimum entrance requirement for local undergraduate programmes or having attained better results; and the respective numbers of these eligible school candidates and other candidates who were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 3)

Reply:

(1)

The respective numbers of school candidates and other candidates (i.e. private candidates) entering for the Hong Kong Diploma of Secondary Education Examination (HKDSE) from the 2019/20 to 2023/24 school years are as follows –

Year of Examination	No. of school candidates entering for HKDSE¹	No. of private candidates entering for HKDSE
2020	45 762	6 654
2021	43 779	8 107
2022	42 881	6 959
2023	42 874	7 637
2024 ²	43 295	7 508

Notes:

1 Excluding those candidates who applied for withdrawal from examination prior to HKDSE.

2 Figures as at 15 December 2023.

In the Budgets for the 6 financial years between 2018-19 and 2023-24, the Financial Secretary proposed to pay to the Hong Kong Examinations and Assessment Authority examination fees for eligible school candidates sitting for HKDSE from 2019 to 2024. The Government's expenditures involved in the above measure over the past 5 years are as follows –

Year of Examination	Expenditure on HKDSE examination fees (\$ million)
2020	145
2021	139
2022	139
2023	142
2024	152 ³

Note:

3 The estimated expenditure as at 29 February 2024. The final total expenditure may vary if individual school candidates subsequently change the number of subject entries or withdraw from the examination.

(2)

The respective numbers of school candidates and other candidates (i.e. private candidates) meeting the general minimum entrance requirement⁴ for local undergraduate programmes or having attained better results in HKDSE; and the respective numbers of these eligible school candidates and other candidates (i.e. private candidates) who were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities from 2018/19 to 2022/23 academic years are tabulated as follows –

Year of Examination	No. of candidates meeting the general minimum entrance requirement for local undergraduate programmes or having attained better results		No. of students admitted to University Grants Committee (UGC)-funded universities through the Joint University Programmes Admissions System (JUPAS) (including school candidates and private candidates)⁵
	School candidates	Private candidates	
2019	19 903	377	12 289
2020	18 756	287	11 944
2021	17 958	287	12 225
2022	17 446	287	12 178

Year of Examination	No. of candidates meeting the general minimum entrance requirement for local undergraduate programmes or having attained better results		No. of students admitted to University Grants Committee (UGC)-funded universities through the Joint University Programmes Admissions System (JUPAS) (including school candidates and private candidates)⁵
	School candidates	Private candidates	
2023	17 601	305	12 592 (provisional figure)

Notes:

- 4 The general entrance requirements of undergraduate programmes offered by local universities in the years concerned are Level 3 or above for Chinese Language and English Language, as well as Level 2 or above for Mathematics (compulsory part) and Liberal Studies.
- 5 Figures are numbers of students admitted in the academic years concerned, including candidates in the current and previous years. We do not collect statistics on the respective proportions of school candidates and private candidates among students admitted to UGC-funded universities through JUPAS.

- End -

CONTROLLING OFFICER'S REPLY

EDB019

(Question Serial No. 0346)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in 2014 to support outstanding local students to pursue studies at world renowned universities outside Hong Kong. In this connection, please advise this Committee of the following –

- 1) the numbers of students participating in HKSES and the expenditures involved in the past 3 years.
- 2) the average duration of post-graduation employment in Hong Kong for HKSES applicants.
- 3) the number of cases processed for deferring or waiving the requirement to undertake to return to and work in Hong Kong under HKSES each year and the reasons involved.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 5)

Reply:

1)
The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students to pursue studies at world renowned universities outside Hong Kong, with a view to grooming a top cadre of talent with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. Starting from the 2015/16 academic year with up to 100 students subsidised per cohort, HKSES has been regularised since the 2019/20 academic year with the scholarship capped at \$300,000 per student per annum and a means-tested bursary granted to students who may need additional support to pursue their studies, subject to a ceiling of \$200,000 per student per annum, for covering living and other study-related expenses. The Education Bureau (EDB) also arranges mentorship programmes and summer internship opportunities for the awardees to enrich their social experience.

In the 2021/22, 2022/23 and 2023/24 (as at 29 February 2024) academic years, the scholarship quota of 100 places was fully utilised for all cohorts. The numbers of awardees receiving scholarships/bursaries, including the awardees of the current cohort and the renewals, in the respective years were 298, 315 and 316; and the total expenditures for the implementation of HKSES were approximately \$75 million, \$81 million and \$83 million.

2) and 3)

Awardees have signed an undertaking to complete the specific study programmes and return to Hong Kong upon graduation to work for at least 2 years or a period equivalent to the duration of receiving the scholarship, whichever is the longer. The average duration of past awardees' post-graduation employment in Hong Kong is around 2 to 4 years. EDB has the flexibility to decide, upon application on a case-by-case basis, whether the requirement to undertake to return to and work in Hong Kong could be suitably deferred or waived under exceptional circumstances. On average, EDB processes around 37 such applications each year. The reasons for the applications mainly include health reasons, an intention to pursue more advanced studies immediately after graduation, and the need to work in the country of study for a certain period of time as a mandatory requirement for acquiring professional qualifications.

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 0347)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau implements the Diploma of Applied Education (DAE) Programme, which has replaced the Diploma Yi Jin (DYJ) Programme starting from the 2023/24 academic year, to provide an alternative pathway for secondary six school leavers and adult learners to gain a formal qualification for employment and continuing education. In this connection, please advise this Committee of the following –

- (1) the numbers of participating students of DYJ Programme and DAE Programme, as well as the expenditures involved in the past 3 years; and
- (2) the names of the post-secondary institutions offering DAE Programme and the tuition fees charged for full-time programmes.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 6)

Reply:

- (1) The numbers of both full-time and part-time students of the Diploma Yi Jin Programme from the 2020/21 to 2022/23 academic years and the Diploma of Applied Education (DAE) Programme in the 2023/24 academic year, and the amounts of tuition fees reimbursed are tabulated below –

Academic year	2020/21	2021/22	2022/23	2023/24
No. of full-time students	3 281	3 227	3 177	3 690
No. of part-time students	1 421	1 383	1 508	Not applicable ¹
Total no. of students	4 702	4 610	4 685	
Amount of tuition fees reimbursed (\$ million)	71.1	70.9	63.8 ²	

¹ The figures for the 2023/24 academic year are yet to be available.

² Figures as at 31 January 2024. A small number of tuition fee reimbursement cases are still being processed.

- (2) The post-secondary institutions offering DAE Programme and the tuition fees charged for full-time programmes in the 2023/24 academic year are tabulated below –

Name of institution	Annual tuition fee (\$)
School of Continuing Education, Hong Kong Baptist University	42,000
Caritas Institute of Community Education	38,930
Hong Kong College of Technology	43,800
Hong Kong Institute of Technology	37,940
Lingnan Institute of Further Education	43,000
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	41,500
UOW College Hong Kong	39,600
School of Business and Information Systems, Vocational Training Council	41,200

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 0348)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's promotion of Science, Technology, Engineering, the Arts and Mathematics (STEAM) education, please advise this Committee of the following –

- (1) What were the measures, expenditures and manpower involved in promoting STEAM education, as well as the results achieved in the past 3 years?
- (2) What are the details of the professional development training programmes offered to STEAM co-ordinators and teachers, the results achieved and the expenditures involved in the past 3 years?
- (3) How does the Government promote the teaching of innovation and technology topics, such as artificial intelligence, green technology, gerontechnology and financial technology? What are the training and other expenditures involved for teachers and students?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 7)

Reply:

(1) to (3)

Overall measures relating to STEAM education

Over the past years, the Education Bureau (EDB) has been continuously implementing diversified strategies to step up the promotion of STEAM education in primary and secondary schools, so as to strengthen students' interest and abilities in science, mathematics, and innovation and technology (I&T), as well as cultivating their innovativeness. Relevant measures include renewing curriculum, providing learning and teaching resources, and enhancing professional development of teachers, etc. Currently, schools have been actively taking forward STEAM education. In general, teachers implement STEAM education

through learning activities across subjects, such as project learning, thematic learning, as well as designs and inventions. As reflected by the survey results from the questionnaire issued by EDB to schools in January 2024, currently all publicly-funded primary and secondary schools have designated co-ordinators to holistically plan STEAM education within and beyond the classroom; all publicly-funded primary and secondary schools also organise or arrange students to participate in quality STEAM activities of reasonable scale every year; the vast majority of publicly-funded primary schools have implemented enriched coding education at the upper primary level in this school year as recommended by EDB and the vast majority of publicly-funded secondary schools have implemented the curriculum module relating to artificial intelligence (AI) education at the junior secondary level, and they have made good progress.

Professional development training for teachers

A professional teaching force is key to the promotion of STEAM education. EDB has been collaborating with different I&T organisations, tertiary institutions and professional bodies to organise professional development programmes, so as to assist STEAM co-ordinators and teachers in keeping abreast of the latest developments in I&T. From the 2020/21 to 2022/23 school years, EDB organised a new round of intensive training programme for STEM (Science, Technology, Engineering and Mathematics)/STEAM co-ordinators and teachers in primary and secondary schools. The programme covered curriculum planning, pedagogical design and the use of relevant learning, teaching and assessment strategies in relation to STEM/STEAM education. Around 4 000 co-ordinators and teachers in primary and secondary schools participated in the programme and the responses from schools were positive. EDB has also collaborated with Cyberport to launch the Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools in the 2022/23 and 2023/24 school years, providing a total of 1 000 training places. The programme covers a variety of I&T topics, such as AI, green technology, gerontechnology and financial technology, to facilitate co-ordinators' mastery of strategising the application of I&T in learning and teaching. In addition, in the 2023/24 school year, EDB is conducting district-based leadership workshops for STEAM co-ordinators in secondary schools, and the workshops have been well-received.

Teacher professional training on I&T also includes coding education, AI education and subject-related Core Professional Development Training on I&T. EDB has been conducting training on coding education since the 2019/20 school year. As of February 2024, around 4 800 primary teachers participated in the training. In the 2023/24 school year, we have rolled out a new series of teacher training programme on AI for the junior secondary level. As of February 2024, around 420 teachers participated. Feedback from the participants about the programmes on coding education and AI education was positive.

By providing subject-related Core Professional Development Training on I&T, EDB assists teachers in keeping abreast of subject-related developments in I&T and integrating I&T elements into the classroom teaching of the subjects concerned. From the start of the 2022/23 school year until February 2024, EDB has organised a total of over 420 sessions of Core Professional Development Training on I&T, covering topics such as novel materials science, biotechnology, and energy technology. Around 25 000 teachers participated.

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

Student activities

We continue to collaborate with the Hong Kong Academy for Gifted Education, I&T organisations, tertiary institutions, professional bodies, etc. (for example, Cyberport and engineering professional bodies), to offer students STEAM/I&T-related activities, such as talks, integrated practical activities, training, experiential activities and competitions (for example, Science and Innovation Forum, the Hong Kong Student Science Project Competition and CoolThink@JC Competition), beyond the classroom, thereby providing them with learning experience in STEAM featuring “fun” and “diversity” and strengthening their interest and abilities in I&T.

Expenditure

EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEAM education. In addition, EDB has been providing public sector and Direct Subsidy Scheme (DSS) schools with the recurrent Life-wide Learning Grant starting from the 2019/20 school year, with an annual provision of about \$900 million to support schools in organising more out-of-classroom experiential learning activities, including STEAM learning activities.

Meanwhile, the Quality Education Fund (QEF) has included STEM/STEAM education as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools starting from the 2018/19 school year, under which schools may apply for funding to launch school-based curriculum development and/or student support measures, including the development of school-based STEM/STEAM education. From the 2018/19 to 2022/23 school years, QEF approved over 1 000 projects related to information technology in education and STEM/STEAM education through the Priority Themes Funding Programme and the Dedicated Funding Programme for Publicly-funded Schools, with a total funding of over \$1 billion. In the meantime, QEF has allocated \$500 million for the development of e-learning ancillary facilities that meet local learning and teaching needs through co-operation between the education and business sectors, with a view to further promoting STEAM education. There are in total 22 projects funded under this programme. These projects have commenced in the beginning of the 2023/24 school year and involve a total funding of around \$240 million.

With the exception of the above grants/funding programmes, the manpower and expenditure involved in the promotion of STEAM education in primary and secondary schools (including special schools) are subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 0349)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government plans to support appropriate self-financing institutions to develop into universities of applied sciences (UAS) by according priority to eligible programmes of UAS for inclusion under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and providing additional subsidies under SSSDP to encourage institutions to offer more applied degree programmes and enhance enrolment incentive. In this connection, please advise this Committee of the following –

- (1) the number of places and actual intake of each programme;
- (2) the means to encourage institutions to offer more applied degree programmes and enhance enrolment incentive, as well as the expenditure involved; and
- (3) the applied degree programmes to be offered in the future and the implementation timetable.

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 8)

Reply:

(1) to (3)

The Government launched two rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Eight pilot applied degree programmes offered by four self-financing post-secondary institutions were selected. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been appointed as a consultant to assist the institutions in developing the pilot programmes. The first batch of pilot programmes were launched in the 2022/23 academic year, while the second batch of programmes are expected to be launched in the 2024/25 academic year pending their successful completion of the relevant quality assurance processes. The numbers of subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in the two rounds of the Pilot Project and the actual intakes (full-time local students) are set out at **Annex**.

On the basis of the experience gained from the Pilot Project, we promulgated the Guidelines in Developing Applied Degree Programmes (the Guidelines)^(Note) in February 2024, encouraging post-secondary institutions to carry out planning for more applied degree programmes. In addition, we plan to provide additional support for applied degree programmes through SSSDP, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of \$5,000 (for non-laboratory-based applied degree programmes) and \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone the relevant accreditation. In the 2024/25 academic year, each of the students concerned may receive subsidies up to \$50,810 or \$87,770 respectively. We will also enhance the relevant mechanism to allow relevant institutions under SSSDP to make a one-off tuition fee adjustment after the completion of the accreditation for applied degree programmes so that the enhanced cost structure of developing and operating applied degree programmes can be reflected. It is expected that around 2 500 eligible full-time students enrolling in the eight applied degree programmes offered by the four self-financing post-secondary institutions will be benefitted in the 2024/25 academic year. The estimated additional expenditure for 2024-25 is around \$20 million.

Note: The Guidelines are set out at Appendix 1 of the Manual for Institutional Review for University of Applied Sciences: https://www.hkcaavq.edu.hk/en/accreditation/institutional_review/.

Information on SSSDP subsidisation in the Pilot Project

Institution	Applied degree programme (Note 1)	2022/23 academic year		2023/24 academic year (Note 3)		2024/25 academic year (Note 3)	
		No. of subsidised places	Actual intake	No. of subsidised places	Actual intake	No. of subsidised places	Actual intake
Saint Francis University (Note 2)	Bachelor of Nursing (Honours) programme	520	519	640	639	640	Relevant figures not yet available
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management programme (Note 4) (Note 5)	-	-	-	-	24	
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	50	22	55	51	70	
	Bachelor of Business Administration with Honours in Sports and Recreation Management programme (Note 5)	-	-	-	-	154	
Technological and Higher Education Institute of Hong Kong of the Vocational Training Council	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management programme	25	8	52	19	42	
	Bachelor of Engineering (Honours) in Building Services Engineering programme (Note 5)	-	-	-	-	130	
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology programme	50	5	100	34	80	
	Bachelor of Health Information and Services Management (Honours) programme (Note 5)	-	-	-	-	40	

Note 1: Programmes were launched in the 2022/23 academic year for the first round of the Pilot Project and will be launched in the 2024/25 academic year at the earliest for the second round.

Note 2: Caritas Institute of Higher Education has been retitled to Saint Francis University with effect from 9 January 2024.

Note 3: SSSDP has been expanded to cover top-up degree programmes with effect from the 2023/24 academic year. Figures for the current academic year include the subsidised places of first-year-first-degree programmes and top-up degree programmes under SSSDP.

Note 4: The institution plans to rename the programme of Bachelor of Business Administration (Honours) (Hotel and Tourism Management Stream) as Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management in the 2024/25 academic year.

Note 5: The programme and its number of intake are subject to the accreditation for applied degree programmes and the approval by relevant professional bodies, if applicable.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0350)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The number of suspected fatal suicide cases among young people aged 19 or below has been on the rise in recent years. In this connection, please advise this Committee of the following

- 1) What specific measures has the Education Bureau (EDB) taken and how effective have they been in helping students, teachers and parents stay emotionally balanced and relieved?
- 2) Has EDB considered allocating additional funding for further measures to tackle the issue, including assisting parents and teachers in early identification of and supporting students with suicide risk?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 9)

Reply:

(1) and (2)

The Education Bureau (EDB) attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely "Universal", "Selective" and "Indicated", as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, "Mental Health@School" (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

Measures at the Universal level

Regarding students, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects.

EDB has been organising diversified student development programmes to enhance students' resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and positive attitude. Starting from the 2023/24 school year, EDB has launched the "Mental Health Literacy" resource packages for different key stages in phases to support school personnel in promoting mental health literacy in class and enhancing students' awareness of mental health. Furthermore, EDB has commissioned non-governmental organisations (NGOs) to organise "gatekeeper" training under the "Peer Power – Student Gatekeeper Training Programme" to enhance students' understanding of mental health, improve their skills of dealing with stress and emotions, and equip them to identify and help peers in need. In November 2023, EDB issued a circular memorandum appealing to schools to launch the "Spread the Love, Care and Shine" Campaign. Schools were urged to free up more time and space to care for students, and promptly organise diversified school-based and class-based mental health promotion activities. A wealth of references and activity materials for the campaign were provided to schools. Moreover, EDB has produced relaxation exercise video clips and encouraged schools to share them with students and parents through electronic platforms for practice in their daily life.

Regarding teachers, to care for their physical and psychological well-being, EDB has set up the Teachers' Helpline since 2006. In addition to helping teachers cope with stress at work and mental health issues, the Helpline also provides professional telephone counseling and face-to-face counseling and arranges for professionals to follow up cases as and when necessary to provide appropriate support. Meanwhile, talks on stress management are also organised for teachers. To further support teachers' physical and psychological well-being, starting from the 2023/24 school year, EDB will commission NGOs or post-secondary institutions to organise programmes on physical and psychological well-being every year, with a view to enhancing teachers' professional capacity. Moreover, EDB will collaborate with the Department of Health to promote "Mental Health Workplace Charter" to schools, assisting them in creating a mental health-friendly workplace environment for teachers.

Regarding parents, EDB has been running the territory-wide "Positive Parent Campaign" since 2020 through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily. The Curriculum Framework on Parent Education (Kindergarten) and the Curriculum Framework on Parent Education (Primary School) were introduced in 2021 and 2022 respectively, and the Curriculum Framework on Parent Education (Secondary School) will be introduced in 2024. One of the core strands of these curriculum frameworks is "Promotion of Parents' Physical and Psychological Well-being". Based on the curriculum frameworks, EDB, the Committee on Home-School Co-operation, the Federations of Parent-Teacher Associations in 18 districts, Parent-Teacher Associations (PTAs) in schools and relevant organisations conduct talks, workshops, parent education programmes or activities from time to time to promote parents' physical and psychological well-being, stress relief and stress management. In the 2023/24 school year, EDB has increased the number of Parent Workshop on Gatekeeper Training to 12 sessions. Various online and face-to-face thematic parent seminars on student mental health were also organised.

EDB has provided one-off grants on parent education for kindergartens joining the Kindergarten Education Scheme, as well as public sector and Direct Subsidy Scheme primary and secondary schools, to support them in embarking on structured school-based parent

education programmes or activities with reference to the curriculum frameworks. EDB has also launched the “Smart Parent Net” (parent.edu.hk), a one-stop parent education website, to provide parents with easy access to information on supporting the physical and psychological development of their children. EDB will also produce parent education videos related to student mental health and upload to the “Mental Health@School” and “Smart Parent Net” websites for parents’ reference.

Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their PTAs, in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

Measures at the Selective level

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the “gatekeeper” training, thematic course for teachers, which focuses on the needs of students with mental illness and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. Moreover, EDB has set up the “Mental Health@School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen the relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs.

Measures at the Indicated level

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HKB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department (SWD), has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, schools’ multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government’s recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HKB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31

December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government's recurrent expenditure, no breakdown is available.

EDB will continue to collaborate with schools, various government departments and organisations to promote mental health in schools in a more holistic way, jointly establish a support network and foster a culture of acceptance and care, thereby promoting students' physical and psychological well-being.

- End -

CONTROLLING OFFICER'S REPLY

EDB024

(Question Serial No. 0351)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the member institutions of the Vocational Training Council (VTC), including Hong Kong Institute of Vocational Education, Hong Kong Design Institute, International Culinary Institute, Hotel and Tourism Institute, Chinese Culinary Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres and Youth College, please advise this Committee of –

- (1) What are the numbers of full-time and part-time vocational and professional education and training programmes offered by VTC member institutions, and the respective numbers of intake places, actual fresh intakes and students in the past 3 academic years?
- (2) What are the measures in place to further attract students to enrol for such programmes and the expenditures involved?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 10)

Reply:

- (1) The numbers of full-time and part-time vocational and professional education and training (VPET) programmes offered by the member institutions of the Vocational Training Council (VTC) in the 2021/22 to 2023/24 academic years, and the respective numbers of intake places, actual fresh intakes and students are set out below –

Institution/Academic year		2021/22	2022/23	2023/24
Hong Kong Institute of Vocational Education /Hong Kong Design Institute/Youth College (including Pro-Act Training and Development Centres)	No. of programmes	218	219	214
	No. of intake places	18 386	17 390	16 918
	No. of actual fresh intakes	19 050	17 736	17 928 [#]
	No. of students	36 291	33 924	33 153 [#]

Institution/Academic year		2021/22	2022/23	2023/24
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute/Maritime Services Training Institute	No. of programmes	23	23	20
	No. of intake places	1 214	1 222	1 126
	No. of actual fresh intakes	886	1 188	1 117 [#]
	No. of students	1 630	1 866	1 723 [#]

Figures as at 15 October 2023.

- (2) The Government has all along been committed to promoting VPET, and encouraging young people to pursue education pathways and join industries that best suit their abilities and interests. To provide more opportunities for young people to showcase their talent and capabilities, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach at different levels to further promote VPET as a pathway parallel to conventional academic education, encourage the alignment of classroom education with industry needs and collaboration between businesses and education institutions, and provide diversified learning and employment opportunities, with a view to nurturing more high-quality talent with applied skills.

VTC has been actively promoting VPET among students, teachers, parents and the general public through various publicity channels at different levels. By providing flexible articulation pathways, VTC assists young people in leveraging their strengths in different industries. VTC also promotes diverse learning experiences in VPET, including industrial attachments, competitions, exchanges and industry collaborations, showcasing the value and benefits of acquiring professional skills.

In addition to promoting VPET through television advertisements, social media and official accounts, VTC conducts extensive promotion on online platforms, MTR stations, buses, newspapers, etc., to attract students to enrol in its VPET programmes. On community promotion, VTC organises a series of activities, including programme talks, information booths, campus visits and experiential activities, to allow the public to gain a better understanding of VTC's programmes and the diversified articulation pathways of VPET. VTC also arranges media interviews and gatherings to keep the public informed of its latest developments. Since the expenditures of the above measures are subsumed under the overall account, a breakdown of figures is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB025****(Question Serial No. 0769)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

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

- (1) the number of students enrolled in full-time programmes in each of the past 3 years (2021, 2022 and 2023);
- (2) the percentage of graduates joining the local catering industry in each of the past 3 years (2021, 2022 and 2023);
- (3) whether the institutes have any plans to train more talent and encourage graduates to join the local catering industry, given the shortage of manpower in the industry?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 3)Reply:

(1) & (2)

The numbers of full-time students in the Chinese Culinary Institute (CCI) and International Culinary Institute (ICI) of the Vocational Training Council (VTC), and the percentages of graduates joining the catering and hotel industries in the past 3 years are as follows –

Academic year	2020/21	2021/22	2022/23
No. of students	1 761	1 355	1 572
Percentage of graduates joining the catering and hotel industries (Note 1 and Note 2)	74%	73%	Figures not yet available

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

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

(3)

CCI and ICI plan their annual intake places by taking into account different factors, including manpower demand of the industry, estimated application numbers, student demographic changes and changes in the macro environment. There are sufficient training places, facilities and trainers in both institutes to cater for the manpower and training needs of the industry. The CCI Training Board and world-renowned experts in the industry who have been invited by ICI to serve as honorary advisors provide professional advice on the curriculum design of the institutes as well as the development and manpower needs of the industry, so that the institutes can aptly design training programmes that meet the needs of the catering industry. The Government has recently stepped up efforts in promoting the local tourism industry. It is anticipated that this will further boost the development of the catering industry, and bring positive impacts on the enrolment of both institutes.

CCI and ICI proactively step up promotion efforts and open up publicity channels to further attract students to enrol in relevant programmes. In particular, the institutes target potential students, especially senior secondary students, when strengthening the promotion of “Hospitality Services in Practice” and “Western Cuisine” under the Senior Secondary Applied Learning (ApL) courses in order to encourage them to choose these subjects as electives. At the same time, the institutes provide students currently taking ApL courses with the latest industry information, including an overview and the latest trends of the hospitality and catering industries, to enhance their understanding of the sectors and related development opportunities, and further attract them to join the catering industry. After completing the ApL courses, students may choose to pursue further studies in diploma or higher diploma programmes provided by the institutes. This enables them to receive vocational and professional training, and become the new blood in Hong Kong’s catering industry. VTC also continues to enhance liaison with teachers responsible for life planning in schools and share with them up-to-date information to help students understand the latest market conditions, prospects and opportunities in the catering industry, so that students can better plan for their careers in the industry.

On promotion strategies, the institutes emphasise their features and values, including excellent trainers, professional accreditation, multiple progression pathways for further study and employment, diversified extra-curricular activities, as well as overseas exchange and internship opportunities. Through different publicity channels, the institutes share with their target audience the stories behind awards and successes, thereby enhancing their brand recognition. Meanwhile, the institutes continue to expand admission activities and open up outreach channels to facilitate public understanding of various programmes related to catering, and reach out to potential students with diverse needs from different backgrounds and regions, as well as their parents, so as to attract students’ enrolment in the relevant programmes.

CCI and ICI are committed to providing diversified training programmes to meet the manpower demand of the catering industry and nurture outstanding talent in support of the sustainable development of the catering, hospitality and tourism industries in Hong Kong. Through culinary exchange activities, trade-specific visits, local and international competitions, cooking demonstrations by master chefs, expert sharing, as well as internship and full-time employment opportunities, and success stories of graduates, the institutes hope to broaden trainees’ horizons and raise their likelihood of joining the industry upon graduation. Besides, the institutes offer professional accreditation in collaboration with

overseas culinary organisations, with a view to enhancing trainees' competitiveness and professionalism as well as graduates' intention to join the local catering industry while reinforcing the fine reputation of Hong Kong as "the culinary capital of Asia".

- End -

CONTROLLING OFFICER'S REPLY

EDB026

(Question Serial No. 0779)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the expansion of the Sister School Scheme (the Scheme) by inviting more public sector and Direct Subsidy Scheme primary and secondary schools to join the Scheme, please advise this Committee of the following –

- (1) Please set out the details of the relevant work, the expenditures and manpower involved in each of the past 3 years (i.e. 2021, 2022 and 2023).
- (2) Has the effectiveness of the relevant work been evaluated? If yes, what is the result? If no, what are the reasons?
- (3) How will the Government encourage more primary and secondary schools to join the Scheme in the future?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 13)

Reply:

(1), (2) and (3)

According to the information submitted by schools, as of March 2024, a total of 932 local public sector and Direct Subsidy Scheme schools (including special schools) have formed 2 816 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools). The number of local schools with sister school pairs and the number of sister school pairs have increased by 190 and 798 respectively in comparison with the figures as of March 2022. The Education Bureau (EDB) provides these local schools with a recurrent grant and professional support. The grant is set at about \$163,000 per school for the 2023/24 school year, and the amount will be adjusted in accordance with the movement of the Composite Consumer Price Index. The total numbers of schools provided with the grant from EDB and the expenditures involved in the past 3 years, broken down by school year, are set out in the table below –

School year	Total no. of schools applied for and provided with the grant*	Expenditure of the grant (\$ million)
2020/21	665	103.72
2021/22	727	112.83
2022/23	830	129.31

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

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

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

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

- End -

CONTROLLING OFFICER'S REPLY

EDB027

(Question Serial No. 0780)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

With regard to increasing the provision for kindergartens for organising school-based activities that help students learn Chinese culture from an early age and foster their sense of national identity, what are the expenditures involved in the past 3 years? What is the estimated expenditure for this year? How will the effectiveness be evaluated?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 14)

Reply:

Understanding of Chinese culture and cultivating national identity in children has been one of the learning objectives of the learning area “Self and Society” in the kindergarten (KG) education curriculum. The Kindergarten Education Curriculum Guide revised in 2017 continues to list “having a basic understanding of the Chinese culture and their national identity” as one of the learning expectations for young children. The Education Bureau (EDB) has been providing a wide range of support and financial assistance for KGs to achieve the aforesaid objective. For instance, EDB provided KGs joining the Kindergarten Education Scheme (Scheme-KGs) with a one-off Grant for Procurement of National Flag and Movable Flagpole in the 2021/22 school year to support them in purchase of national flags and movable flagpoles. The expenditure involved was about \$2.3 million. EDB also provided Scheme-KGs with a one-off Grant for Promotion of Chinese Art and Culture in March 2023. The Grant was enhanced in March 2024 to, inter alia, increase the amount of subsidy, extend the deployment period of the Grant, so as to strengthen support for KGs to organise more diversified school-based activities of Chinese culture, and further promote students’ understanding and appreciation of Chinese culture from an early age, cultivate in them a sense of national identity, as well as their sense of belonging, pride and affection for our country. The total expenditure involved is about \$232 million. KGs may use the Grant to organise diversified school-based activities, such as formulating learning themes related to Chinese culture, purchasing resources to organise experiential learning activities and interesting games, arranging visits or cultural performance appreciation tours, as well as providing picture books to encourage children and parents to read. Scheme-KGs may also fully utilise the unit subsidy to organise school-based national education activities.

EDB will keep monitoring and supporting KGs in the implementation of the related initiatives through school visits, scrutiny of documents submitted by KGs and daily communications with them. We will also organise sharing sessions for the sector to share and learn from good experiences to enhance the effectiveness in school planning and organisation of related school-based activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB028

(Question Serial No. 0792)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS), please advise this Committee of –

- (1) the number of applications received and approved, and the total amount of subsidy disbursed in the past 3 years, broken down by type of subsidy, namely full-rate means-tested, half-rate means-tested and non-means-tested subsidies;
- (2) the updates made to the list of designated Mainland institutions since the implementation of MUSSS in 2014;
- (3) whether the Government has compiled statistics on the number of student beneficiaries who stay in the Mainland for further studies or work after completing the subsidised undergraduate programmes since the implementation of MUSSS.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 27)

Reply:

- (1) In the 2021/22 academic year, the full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy under the Mainland University Study Subsidy Scheme (MUSSS) were \$16,800, \$8,400 and \$5,600 respectively. As for the 2022/23 and 2023/24 academic years, the means-tested and non-means-tested subsidies under MUSSS are disbursed according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of Subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of applicants, student beneficiaries and the amounts of subsidy disbursed under MUSSS in each of the past 3 years are tabulated below –

Academic year	2021/22	2022/23	2023/24 (as at early March 2024)
No. of students applying for means-tested subsidy	3 843	3 906	3 971
No. of students applying for non-means-tested subsidy	1 058	1 108	1 115
Total no. of applicants	4 901	5 014	5 086
No. of students receiving full-rate means-tested subsidy	2 599	2 644	2 550
No. of students receiving half-rate means-tested subsidy	880	921	897
No. of students receiving non-means-tested subsidy	943	986	942
Total no. of student beneficiaries	4 422	4 551	4 389*
Amount of subsidy disbursed (\$)	56 million	62 million	60 million[@]

* About 200 applications for the 2023/24 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated amount of subsidy to be disbursed during the year is around \$62 million.

- (2) The number of designated Mainland institutions under MUSSS progressively increased from 75 in 2014 to 193 in the 2023/24 academic year.
- (3) The Education Bureau (EDB) currently does not have statistics on the post-graduation profiles of Hong Kong students who have benefitted from MUSSS. However, EDB has engaged an organisation to provide a series of employment support services to Hong Kong students pursuing studies in the Mainland, including the launch of the “Online Platform for Internship and Employment Information for Hong Kong Students Studying in the Mainland Higher Education Institutions” (www.ujobs-mainlandhe.hk) since mid-2017. The online platform provides a variety of information, including the latest developments and government measures in Hong Kong and the Mainland, internship opportunities, employment guides and consultation services. The organisation also invites organisations and institutions in Hong Kong and the Mainland to provide

information on further studies and employment, and assists in organising related activities. The above measures help Hong Kong students pursuing studies in the Mainland plan for their future after graduation. It is believed that, in the future no matter they work in the Mainland or Hong Kong, they can play a bridging role between both places and make contributions to Hong Kong.

- End -

EDB029

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1716)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has set aside \$680 million to support the Vocational Training Council (VTC) in enhancing the promotion of vocational and professional education and training. In this connection –

- (1) What are the schemes to be implemented with the provision set aside and how will the provision be allocated for these schemes? Which of them are newly introduced and implemented to enhance the existing ones? What are the details of these schemes, including their objectives, the numbers of participating students and enterprises, the estimated expenditures and the duration of implementation?
- (2) What are the new initiatives adopted by VTC to encourage and attract a greater number of employers to provide more exchange and workplace learning opportunities for VTC students? Will VTC set specific targets on attracting different industries, particularly those with employers currently having relatively lukewarm responses to VTC's invitation?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 14)

Reply:

- (1) The Government will continue to adopt the strategy of industry-institution collaboration and diversified development to enhance the promotion of vocational and professional education and training. The Government has set aside some \$680 million to support the efforts of Vocational Training Council (VTC). The provision is used specifically to extend the Pilot Incentive Scheme to Employers and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes for 5 years, step up support for student-exchange activities, strengthen assistance to students with special educational needs and encourage employers to provide workplace learning opportunities, etc. The Education Bureau is liaising closely with VTC on the implementation details of various initiatives, and will evaluate and review their effectiveness in a timely manner.

- (2) VTC has maintained close ties with the industries and launched major publicity and promotion activities for specific sectors, including arranging workplace experience programmes of less popular professions for secondary students, so as to enable them to better understand the operation of these sectors and attract them to join the training for relevant industries. Besides, the Council of VTC is assisted by 25 Training Boards, the membership of which consists of stakeholders from major sectors in Hong Kong. VTC makes reference to the views of Training Board members as and when appropriate to formulate the directions of curriculum development, and updates its curricula according to the manpower demand and development of the industries. VTC has all along been supported by employers in different sectors in offering internship opportunities for its students. VTC will continue its endeavours to provide students with exchange and workplace learning opportunities in Hong Kong, the Greater Bay Area and other countries. In particular, starting from the 2020/21 academic year, the Government has provided VTC with a three-year non-recurrent funding to implement the Pilot International Study Programme (ISP), which supports trainees' participation in exchange activities in the Mainland and overseas. ISP was officially launched in the 2022/23 academic year as a result of the pandemic, and it has been extended for 2 years to the 2024/25 academic year to benefit more trainees.

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 1717)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has set aside a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences. In this connection –

- (1) What is the purpose of the formation of the alliance and its composition? Will there be any government representatives? When is it expected to be formed at the earliest?
- (2) What are the estimated annual operating expenses and the manpower required? In addition to the allocation of the \$100 million start-up fund by the Government, in what ways will other funds be raised?
- (3) How will the \$100 million start-up fund operate and how will it be allocated? What are the specific initiatives and projects involved? What is the specific content of the initiatives and projects, including the objectives, estimated expenditures, manpower requirements, implementation timetables, etc.?

Asked by: Hon CHIU Duncan (LegCo internal reference no.: 15)

Reply:

(1) to (3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB031

(Question Serial No. 0366)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding “the implementation of measures to promote e-learning at schools”, will the Government advise this Committee of the following –

- (1) What specific measures are in place targeting the primary, secondary and early childhood education levels, as well as different academic subjects, and what is the breakdown of expenditure involved?
- (2) Are there measures in place, in the course of promoting e-learning, to cater for the needs of students with special educational needs (SEN) as well as non-Chinese speaking (NCS) students, thereby enhancing their learning effectiveness and learning outcomes? If yes, what are the details? If not, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 1)

Reply:

(1) and (2)

The Education Bureau (EDB) has all along been adopting diversified strategies, including enhancing schools' hardware, providing resources and teacher training, to enable schools to devise school-based plans for practising e-learning in light of their school context and development needs, so as to make good use of information technology (IT) to enhance learning and teaching effectiveness.

To support e-learning, starting from the 2004/05 school year, EDB has been providing all public sector schools with the Composite Information Technology Grant (CITG). Schools may deploy the grant flexibly to subscribe Wi-Fi services, purchase and enhance different software and hardware for online teaching and strengthen IT staffing support. In the 2023/24 school year, the rate of CITG for each school ranged from \$271,286 to \$885,113, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, EDB has been providing all public sector schools with the recurrent Information Technology Staffing Support Grant (ITSSG) each year to strengthen IT staffing support. In the 2023/24 school year, the funding amount of ITSSG for each school was

\$333,812. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

In respect of teacher training and support, EDB organises professional development programmes for leaders and teachers of primary and secondary school (including special schools and schools admitting non-Chinese speaking (NCS) students) on an ongoing basis to equip them with the knowledge and skills needed for the implementation of e-learning. Moreover, through the IT in Education Centre of Excellence Scheme, we provide training and on-site support services to the aforesaid schools and offer advice to teachers in need and disseminate schools' good practices. EDB also enhances teachers' IT pedagogical knowledge and skills (including those of special schools and schools admitting NCS students) and encourages sharing of good teaching practices, through organising regular professional development programmes and school-based support services (including on-site support services and learning community), thereby facilitating their designing of learning and teaching activities that meet students' abilities and needs. The expenditure involved in the provision of the above training and support services is covered by the resources of EDB.

In respect of learning and teaching resources, the one-stop professional education portal (edcity.hk) under the Hong Kong Education City Limited (HKEdCity) combines information, resources, interactive communities and online services to facilitate the interactive exchange of teaching resources and information among schools and teachers, encourage students to make effective use of e-learning resources, and support parents in nurturing their children to thrive and learn for the promotion of whole person development and lifelong learning. HKEdCity provides the education sector with diversified education information and resources, including the Resources Depository, e-bookshelf, AI learning platform, EDB Educational MultiMedia, as well as learning platforms and resources on teenagers' personal growth.

To dovetail with the stepped-up promotion of e-learning, the Quality Education Fund (QEF) has reserved \$1.5 billion to implement a funding programme starting from the 2021/22 school year for loaning mobile computer devices and providing Internet access facilities to needy students through schools. Meanwhile, QEF has allocated \$500 million to set up the Quality Education Fund e-Learning Ancillary Facilities Programme (the Programme) to support the provision of ancillary facilities required for e-learning. The Programme aims at facilitating the development, enrichment and provision of e-learning ancillary facilities, in particular infrastructure which has the potential to be widely adopted, such as development of platforms or tools for sharing of learning and teaching resources as well as encouraging the sharing of quality teaching materials among teachers, through fostering in-depth collaboration between the school sector, tertiary institutions, educational and professional organisations as well as the business sector, bringing benefits to the education sector at large. There are 22 funded projects under the Programme. Two of these projects are targeted for students with special educational needs (SEN) while several others will support the learning of Chinese with the application of AI and big data. The e-learning platforms developed under the funded projects can timely assess the learning progress of individual students and provide them with personalised learning content, and enable teachers to effectively cater for the Chinese learning need of different students (including NCS students).

In addition, EDB provided all aided special schools with a one-off Grant on New Technology in Classroom ranging from \$300,000 to \$700,000 in March 2023, supporting their use of new

technology to design teaching and learning activities that meet students' abilities and needs. To enhance support for students with SEN's learning, schools may flexibly deploy the grant to acquire new technological products, including facilities and equipment such as robots to assist learning, eye trackers, augmented reality settings and virtual reality settings, learning software for teaching and learning as well as to procure relevant services, thereby enhancing the learning effectiveness of students with SEN and enabling them to develop abilities in different areas.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 0367)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS) in 2022-23 and 2023-24, will the Government advise this Committee of –

1. the total numbers of applicants and student beneficiaries of MUSSS, as well as the total expenditures involved;
2. the numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution;
3. the estimated expenditure and number of subsidy recipients in the next financial year;
4. whether measures on life planning and employment support have been formulated to guide students systematically to return to work in Hong Kong so as to sustain the impetus for the growth of Hong Kong?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 2)

Reply:

1. In the 2022/23 and 2023/24 academic years, the means-tested and non-means-tested subsidies under the Mainland University Study Subsidy Scheme (MUSSS) are disbursed according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of Subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of applicants, student beneficiaries and the amounts of subsidy disbursed under MUSSS in the 2022/23 and 2023/24 academic years are tabulated below –

Academic Year	2022/23	2023/24 (as at early March 2024)
Total no. of applicants	5 014	5 086
Total no. of student beneficiaries	4 551	4 389*
Total expenditure (\$)	64 million	62 million [@]

* About 200 applications for the 2023/24 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

[@] The total estimated expenditure during the year is around \$64 million.

- The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 2** respectively.
- The expenditure and number of student beneficiaries under MUSSS in the 2024/25 academic year are expected to be comparable to those in the 2023/24 academic year.
- The Education Bureau has engaged an organisation to provide a series of employment support services to Hong Kong students pursuing studies in the Mainland, including the launch of the “Online Platform for Internship and Employment Information for Hong Kong Students Studying in the Mainland Higher Education Institutions” (www.ujobs-mainlandhe.hk) since mid-2017. The online platform provides a variety of information, including the latest developments and government measures in Hong Kong and the Mainland, internship opportunities, employment guides and consultation services. In addition to providing online information, the organisation also invites corporates or organisations in Hong Kong and the Mainland, professional bodies and Mainland institutions to provide information on the development of various trades and industries, job openings, and further studies, and organises activities relating to internship and employment. The above measures help Hong Kong students pursuing studies in the Mainland plan for their future after graduation. It is believed that, in the future no matter they work in the Mainland or Hong Kong, they can play a bridging role between both places and make contributions to Hong Kong.

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution in the 2022/23 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	3	0	1
Shanghai University of Traditional Chinese Medicine	21	4	17
Shanghai International Studies University	4	2	11
Shanghai Jiao Tong University	1	0	8
Shanghai Normal University	4	5	2
Shanghai University of Finance and Economics	4	0	6
Shanghai University of Sport	1	1	0
Dalian University of Technology	0	0	1
Shandong University	18	10	13
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	121	47	68
Central Academy of Fine Arts	3	0	5
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	7
The Central Academy of Drama	1	0	2
Central South University	7	3	10
Zhongnan University of Economics and Law	15	3	15
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	18	3	17
China Conservatory of Music	1	0	0
Ocean University of China	1	0	2
Communication University of China	1	1	4
Tianjin University	5	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	5	35
Beijing University of Chinese Medicine	48	13	65
Beijing Foreign Studies University	0	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Institute of Fashion Technology	6	0	1
Beijing Normal University	4	2	5
Beijing Normal University, Zhuhai	1	0	0
Beijing Institute of Technology	1	0	2
Beijing University of Posts and Telecommunications	3	0	9
Beijing Film Academy	1	0	1
Beijing Language and Culture University	4	2	6
Beijing Sport University	5	1	3
Sichuan University	11	4	18
Sichuan Normal University	8	3	0
Jilin University	4	2	6
Tongji University	5	8	1
Chengdu University of Traditional Chinese Medicine	4	0	1
Shantou University	1	2	2
Northwest University	3	2	4
Xi'an Jiaotong University	4	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	8	2	8
Southwestern University of Finance and Economics	5	0	3
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	1	2
Donghua University	9	6	3
Wuhan University	15	5	21
Wuhan University of Technology	3	1	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	12	3	7
Nanjing University	5	0	7
Nanjing University of Chinese Medicine	26	9	6
Nanjing Normal University	16	8	12
Nanchang University	6	0	1
Nankai University	3	3	10
Xinghai Conservatory of Music	6	4	3
Chongqing University	26	9	6
Capital Normal University	1	0	2
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	0	1	1
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	11	3	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Hainan University	1	0	1
Shenzhen University	21	5	12
Tsinghua University	11	2	27
Fudan University	9	2	16
Hubei University	1	0	0
Hunan University	11	3	12
Hunan Normal University	9	6	4
Xiangtan University	1	0	0
Huazhong University of Science and Technology	7	1	3
Central China Normal University	15	3	8
East China University of Political Science and Law	5	1	15
East China Normal University	9	3	7
East China University of Science and Technology	4	4	6
South China Normal University	17	8	18
South China University of Technology	4	1	5
Huaqiao University	557	170	5
Jimei University	3	3	0
Yunnan University	0	0	2
Yunnan Normal University	7	2	0
Xiamen University	13	12	27
Wenzhou Medical University	1	0	3
University of Electronic Science and Technology of China	1	0	2
Ningbo University	2	0	0
University of International Business and Economics	4	2	6
Jinan University	1 232	435	218
Fuzhou University	6	2	1
Fujian University of Traditional Chinese Medicine	2	0	1
Fujian Normal University	8	3	2
Fujian Medical University	1	0	0
Shaoguan University	1	0	0
Guangzhou University	3	1	0
Guangzhou University of Chinese Medicine	98	52	100
Guangzhou Academy of Fine Arts	10	0	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	17	1	3
Guangdong University of Technology	2	3	0
Guangdong University of Foreign Studies	5	0	4
Guangdong University of Finance	4	1	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	1	1	0
Guangdong Medical University	1	0	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	4	1	7
Lanzhou University	1	0	0
Total	2 644	921	986

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution in the 2023/24 academic year
(as at early March 2024)

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	1
Shanghai University	2	0	1
Shanghai University of Traditional Chinese Medicine	20	2	23
Shanghai International Studies University	3	1	6
Shanghai Jiao Tong University	1	1	10
Shanghai Normal University	2	4	2
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	0	1	0
Dalian University of Technology	0	0	1
Shandong University	13	11	14
Shandong University of Traditional Chinese Medicine	0	1	0
Sun Yat-sen University	85	32	54
Central Academy of Fine Arts	2	0	5
Central University of Finance and Economics	1	1	8
The Central Academy of Drama	1	0	1
Central South University	7	2	14
Zhongnan University of Economics and Law	18	1	17
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	12	3	16
China Conservatory of Music	1	0	0
Ocean University of China	0	0	1
Communication University of China	1	0	3
Tianjin University	4	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	15	7	36
Beijing University of Chinese Medicine	46	16	59
Beijing Foreign Studies University	2	0	3
Beijing Institute of Fashion Technology	6	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
University of Science and Technology Beijing	0	0	1
Beijing Normal University	3	2	8
Beijing Institute of Technology	2	1	1
Beijing University of Posts and Telecommunications	2	0	7
Beijing Film Academy	1	0	1
Beijing Language and Culture University	1	3	4
Beijing Sport University	1	2	3
Sichuan University	11	1	18
Sichuan Normal University	7	4	0
Jilin University	4	1	8
Tongji University	4	7	3
Chengdu University of Traditional Chinese Medicine	1	0	1
Shantou University	1	1	2
Northwest University	2	2	6
Xi'an Jiaotong University	3	4	3
Southwest University	2	0	0
Southwest University of Political Science and Law	7	3	7
Southwestern University of Finance and Economics	3	1	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	0	2
Donghua University	9	6	5
Wuhan University	15	3	16
Wuhan University of Technology	1	0	1
Henan University	1	0	0
Chang'an University	0	0	2
Southern Medical University	14	2	11
Nanjing University	4	1	9
Nanjing University of Chinese Medicine	15	5	5
Nanjing Normal University	17	4	12
Nanchang University	5	0	3
Nankai University	3	3	9
Xinghai Conservatory of Music	7	3	1
Chongqing University	20	6	6
Capital Normal University	1	0	3
Zhejiang University	1	2	1
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	6	2	2
Communication University of Zhejiang	0	1	1
Hainan University	1	0	0
Hainan Normal University	0	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shenzhen University	29	9	19
Tsinghua University	7	2	29
Fudan University	7	2	18
Hunan University	12	2	12
Hunan University of Technology	0	1	0
Hunan Normal University	10	7	2
Xiangtan University	1	0	0
Huazhong University of Science and Technology	6	2	1
Central China Normal University	11	4	10
East China University of Political Science and Law	5	0	10
East China Normal University	6	2	5
East China University of Science and Technology	5	4	5
South China Normal University	15	9	18
South China University of Technology	4	1	5
Huaqiao University	566	178	6
Jimei University	3	1	0
Yunnan University	0	0	1
Yunnan Normal University	4	2	0
Xiamen University	10	8	19
Wenzhou Medical University	2	0	3
University of Electronic Science and Technology of China	1	0	2
University of International Business and Economics	3	1	5
Jinan University	1 272	441	216
Fuzhou University	9	1	2
Fujian University of Traditional Chinese Medicine	2	1	0
Fujian Normal University	7	2	2
Fujian Medical University	2	0	1
Guangzhou University	2	1	1
Guangzhou University of Chinese Medicine	74	44	74
Guangzhou Academy of Fine Arts	8	2	4
Guangzhou Medical University	0	4	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	13	2	2
Guangdong University of Technology	1	3	1
Guangdong University of Foreign Studies	4	2	2
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	1	0	0
Guangdong Medical University	2	0	0
Zhengzhou University	8	1	8
Lanzhou University	1	0	0
Total	2 550	897	942

- End -

CONTROLLING OFFICER'S REPLY

EDB033

(Question Serial No. 0368)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that \$100 million (hereinafter referred to as “the fund”) will be set aside to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences. In this connection, will the Government advise this Committee of the following –

- (1) the expected duration of the fund, the anticipated number of recipient institutions, and a breakdown of the estimates;
- (2) whether key performance indicators have been formulated for the development of vocational and professional education and training (VPET) with the support of the fund, and whether recipient institutions will be required to submit proposals, progress reports and financial reports on a regular basis to ensure proper use of the fund and that their strategies contribute positively to the development of VPET; if yes, of the details; if no, of the reasons; and
- (3) the most recent measures taken to “raise the status of VPET among parents, students and society in general”, given views that the Government should prioritise the strengthening of the positioning of VPET to support the development of universities of applied sciences, and the estimated expenditures involved?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 3)

Reply:

(1) to (3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with

professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB034

(Question Serial No. 0369)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2024-25 that the Government will “continue to implement measures to enhance Hong Kong’s development as an international education hub”. In this connection, please advise this Committee of the following –

- (1) In addition to the announced measures such as increasing the quota of the Belt and Road Scholarship, what are the other specific measures and timetables for promoting the development of Hong Kong into “an international hub for post-secondary education”, and the manpower and estimated expenditures involved?
- (2) In respect of basic primary and secondary education, what are the measures in place to tie in with the goal of “enhancing Hong Kong’s development as an international education hub”, and the estimated expenditures involved?
- (3) Has the Government considered setting up a specialised agency on international education, similar to the “British Council” and “Study Australia”, to support Hong Kong’s education sector to launch overseas publicity and promotion on our education brands, and attract top students or students from a middle-class background in developing countries to pursue studies in Hong Kong, thereby better achieving the goal of “developing Hong Kong as an international education hub”; if yes, what are the details; if no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 4)

Reply:

(1) and (2)

Hong Kong’s post-secondary education is highly internationalised and diversified. Hong Kong is acclaimed to be the only city with 5 universities in the world’s top 100. Dovetailing with the national strategy of building a leading country in education, the Chief Executive put

emphasis on developing Hong Kong into an international hub for post-secondary education in last year's Policy Address. Relevant initiatives include –

- (a) Starting from the 2024/25 academic year, the admission quota of non-local students to Government-funded post-secondary institutions will be doubled to 40%;
- (b) Starting from the 2024/25 academic year, the quota of the Belt and Road (B&R) Scholarship will be increased by 50%, and the quota of the Hong Kong PhD Fellowship Scheme will be increased gradually to 400 places per academic year. The Government will also continue to implement the Hong Kong Scholarship for Excellence Scheme;
- (c) University Grants Committee (UGC)-funded universities will continue to take forward a number of hostel projects, which will cumulatively provide about 13 500 additional hostel places by 2027;
- (d) The Government will strive to develop the Northern Metropolis University Town where post-secondary institutions are encouraged to strengthen co-operation with renowned Mainland and overseas institutions, and create synergy by sharing resources and enhancing collaboration with the industry sector; and
- (e) Starting from the 2023/24 academic year, UGC will inject \$100 million into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience.

In February this year, the Finance Committee of the Legislative Council approved the injection of \$1 billion into the HKSAR Government Scholarship Fund with a view to generating additional investment income for funding the increase in the annual quota of the B&R Scholarship. With the exception of this initiative, the manpower and expenditure involved in the implementation of the above schemes/projects are subsumed under the establishment and the general departmental expenses of the Education Bureau (EDB)/UGC.

In line with the objective of the Policy Address, we will focus on developing Hong Kong into an international hub for post-secondary education. As regards basic education, we will make continuous endeavours to enhance the quality of education and provide high-quality and diversified educational services for the youth of Hong Kong and the accompanying children of people coming to work in Hong Kong.

(3)

The 8 UGC-funded universities have jointly set up the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI) and established the "Study in Hong Kong" brand to attract more students from outside Hong Kong to pursue further studies in Hong Kong. EDB and the UGC Secretariat have further strengthened collaboration with HUCOMSCI, actively enhancing the publicity and promotion of the "Study in Hong Kong" brand as well as expanding the international network and recruiting more students from different regions to pursue further studies in Hong Kong. In particular, the Secretary for Education just attended the annual conference and exhibition of the Asia Pacific Association for International Education (APAIE) in Perth, Australia in March this year, and delivered a keynote speech on "Study in Hong Kong" in which she promoted the advantages of Hong Kong as an international post-secondary education hub. She also emphasised that the Government will render full support to Hong Kong's universities in strengthening

collaboration and ties on student exchanges and academic research with institutions around the world.

To support the universities in stepping up their efforts in this aspect, UGC has also allocated a provision of \$20.47 million for HUCOMSCI to participate in and organise various publicity and promotion activities in the 2022-25 triennium. Apart from the annual APAIE conference mentioned above, HUCOMSCI plans to jointly set up a Hong Kong Pavilion in international expositions such as the annual conference and exhibition of NAFSA: Association of International Educators to be held in the United States in May this year and the annual conference of the European Association for International Education to be held in France in September this year, and arrange a joint student recruitment visit to India later this year. In addition, UGC has provided a funding of about \$10 million to support HUCOMSCI in launching a brand new project to promote Hong Kong's higher education to countries along the Belt and Road, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. EDB and the UGC Secretariat will continue to work closely with HUCOMSCI and collaborate on the various outbound visits to promote Hong Kong's unique advantages to the world, with a view to attracting more meritorious overseas students to pursue further studies in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 0370)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the one-off CS (i.e. the senior secondary subject Citizenship and Social Development) Grant, will the Government advise this Committee of the following –

1. the current number of eligible secondary schools that have fully utilised the Grant; and what further specialised support will be provided to facilitate the smooth implementation of CS in these secondary schools;
2. the current number of eligible secondary schools that have not fully utilised/never used the Grant; and whether the Government has looked into the direction, policy and effectiveness of CS implementation in these secondary schools to ensure that the CS learning targets are achieved;
3. whether the deployment period of the Grant is confirmed to end in the 2024-25 school year (i.e. on 31 August 2025) and will not be extended further;
4. how CS learning and teaching resources available in the community are monitored to ensure schools' utilisation of the Grant for procuring suitable teaching tools?

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

Reply:

1 to 4

To facilitate the implementation of the Citizenship and Social Development (CS) curriculum starting from the 2021/22 school year as well as support teachers in teaching the subject and organising relevant learning and teaching activities, the Education Bureau (EDB) provided a one-off grant (the CS Grant) of \$300,000 for each public-sector secondary school (including special schools offering the CS curriculum) and secondary school under the Direct Subsidy Scheme offering the local senior secondary curriculum in September 2021.

The CS Grant should be handled and monitored in accordance with the principles of school-based management. Schools are required to draw up an implementation plan for the use of the CS Grant and incorporate it into the Annual School Plan for submission to their School Management Committees (SMCs)/Incorporated Management Committees (IMCs) for endorsement. Schools should also regularly evaluate the use of the CS Grant and include a report on its use with details of the subsidised items/activities, relevant expenses and the evaluations in the Annual School Report for submission to their SMCs/IMCs for endorsement. Moreover, schools should adhere to EDB's requirements on submission of the annual audited accounts.

Given that schools were unable to fully utilise the CS Grant to organise activities in relation to the CS curriculum conducted in Hong Kong or the Mainland or subsidise students to take part in such activities in the 2021/22 and 2022/23 school years due to the COVID-19 epidemic, EDB has decided, after careful consideration, to extend the deployment period of the CS Grant for one year, i.e. until 31 August 2025. EDB has learned, through various channels such as curriculum development visits and professional development programmes for teachers, that schools have generally deployed the CS Grant to support the implementation of the CS curriculum, including developing or procuring relevant learning and teaching resources relating to CS, organising school-based learning activities or relevant joint school/cross-curricular activities for CS, and subsidising students and teachers to participate in interflow activities or study tours relating to CS in Hong Kong and the Mainland. Schools generally agree that the CS Grant is conducive to the implementation of relevant learning and teaching activities to facilitate the learning and teaching of CS.

Schools are currently submitting their annual audited accounts for 2022/23. EDB will continue to maintain communication with the school sector to understand how the CS Grant is deployed. There are no plans to extend the deployment period of the CS Grant at this stage. If necessary, schools may flexibly deploy existing grants, including the Promotion of Reading Grant and the Life-wide Learning Grant to facilitate the learning and teaching of CS. Under the principles of school-based management, school management has the responsibility to understand and monitor the implementation of various curricula (including CS), covering the content and quality of learning and teaching resources. EDB has kept reminding schools and teachers, through various channels such as curriculum guides, circular memoranda, different professional development programmes for teachers and school visits, of the salient points and criteria for the selection of learning and teaching resources. Meanwhile, EDB has always been seeking to understand and monitor the quality of learning and teaching of schools through channels such as school inspections and curriculum development visits.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 0371)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

As stated in Matters Requiring Special Attention in 2024-25, the Government will “provide support for schools in preparation for the implementation of Primary Science subject and Primary Humanities subject starting from the 2025/26 school year”. In this connection, will the Government advise this Committee of the following –

- (1) In addition to known measures such as the provision of a one-off grant of \$350,000 for supporting the introduction of Primary Science subject, are there other specific measures to support the development of science and humanities subjects in primary schools? What are the respective timetables, manpower and estimated expenditures involved?
- (2) Will 1 or 2 primary schools be designated as “benchmark schools” or “demonstration schools” to ensure consistency in the implementation of science and humanities subjects across all primary schools in Hong Kong? If yes, what are the details? If no, what are the reasons?
- (3) Given that the introduction of Primary Science subject may involve purchasing a large number of teaching aids and upgrading of facilities, will there be a timely review of the adequacy of relevant financial support? Will consideration be given to regularising existing subsidy schemes that promote the development of science subjects? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 6)

Reply:

(1) to (2)

The Education Bureau (EDB) announced in November 2023 that starting from the 2025/26 school year, all primary schools will be required to implement the subjects of Primary Science and Primary Humanities at Primary 1 and Primary 4, and have it extended to all levels in the 2027/28 school year.

Primary Science

EDB has earmarked a total of about \$200 million and provided each publicly-funded primary school with a one-off grant of \$350,000 in March this year to support schools in kick-starting Primary Science. Schools may, in accordance with their school context and development needs, deploy the grant to procure learning and teaching (L&T) resources, upgrade facilities and equipment, and support teachers' professional development. EDB will also provide a series of support measures to schools and teachers, including professional training for teachers, teacher networking events, and curriculum resources, to assist schools in implementing the Primary Science curriculum.

As for training, EDB sets up the "Training Base for Primary Science Teachers" to systematically organise a series of diversified and comprehensive teacher training programmes for in-service primary teachers. We will reserve enough places to ensure that each school has a sufficient number of subject panel heads and teachers, who have completed the systematic training, to teach the subject. The training programmes which will be launched in early 2024, include the "Certificate in Professional Training for Primary Science Teachers (30 hours)" programme and the "Certificate in Professional Training on Primary Science Curriculum Leadership (15 hours)" programme. The 30-hour teacher training programme enables teachers to master engaging and lively science teaching methods, and implement the scientific inquiry activities recommended in the Primary Science curriculum within classroom contexts, to enhance teachers' confidence and capabilities to teach Primary Science. As for the 15-hour curriculum leadership programme, it aims at assisting Primary Science subject panel heads or level coordinators in planning for introduction of Primary Science.

Currently, many schools have good experiences in the implementation of science education at the primary level that are worth sharing and learning from. EDB will set up the "Primary Science Education Learning Circle" in the 2024/25 school year to organise regular networking events, including experience sharing sessions, demonstration lessons and workshops, to strengthen professional exchanges among schools.

As for curriculum resources, EDB has been progressively launching various curriculum resources starting from the 2023/24 school year, including L&T resources on scientific inquiry activities, "Primary Science Online Learning Platform", "Safety Handbook for Primary Science", for schools' reference and use.

Primary Humanities

The Primary Humanities curriculum to be implemented is developed based on the current General Studies curriculum. Most of the content is reorganised according to the existing topics of General Studies and with enriched elements of Chinese culture, national history and national geography. The enrichment aims to keep pace with the times and systematically cultivate students' sense of belonging to our country, national sentiments and sense of national identity. EDB continuously provides support to schools for the implementation of the new curriculum in various ways, including the provision of diversified teacher training courses and L&T resources. From the 2023/24 school year onwards, EDB will provide professional training courses that offer approximately 4 000 places every year. The courses will cover contents on curriculum planning and management, national security education, the latest development of our country, national history and Chinese culture, among others, to support teachers in the teaching of Primary Humanities.

Since January 2024, EDB has been continuously providing new L&T resources covering various enriched contents in the Primary Humanities curriculum, such as Chinese traditional culture, national history, national geography, sex education, financial education, and sustainable development education. In addition, past and current teacher training courses as well as L&T resources provided for General Studies teachers are still applicable to Primary Humanities. As in the case of other subjects, teaching strategies for Primary Humanities vary according to students' abilities and needs, and the teachers' teaching experiences. EDB has set up and launched the Primary Humanities Learning Circle in the 2023/24 school year. Activities such as experience exchange and open lessons, experience sharing sessions have been organised to strengthen professional exchange among Primary Humanities teachers and broaden their professional horizons, thereby promoting the dissemination of good practices among schools so as to cater for learner diversity.

The expenditure involved in supporting the development of Science and Humanities in primary schools (including special schools) is subsumed under the overall expenditure of EDB, a breakdown of the expenditure in this regard is therefore not available.

(3)

EDB will continue to maintain communication with the school sector to review the use of the one-off grant on Primary Science and the actual needs. We will also assess the need to provide financial support in the long run and the relevant arrangement, taking into account relevant factors including the Government's financial position, resource utilisation priority and schools' development needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 0372)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

While the wastage rate of kindergarten (KG) teachers in the 2023/24 school year was as high as 19.1%, the estimated wastage rate of 18.4% for the 2024/25 school year remains high. Meanwhile, under Matters Requiring Special Attention in 2024-25, it is mentioned that the Government will be “increasing the provision for enhancing the professional development of kindergarten teachers”. In this connection, will the Government advise this Committee of the following –

1. whether any in-depth study has been conducted into the reasons for KG teacher wastage; if yes, of the details; if no, of the reasons;
2. what specific measures are in place to enhance the professional development of KG teachers, and what are the relevant projects, timetables and breakdown of estimated expenditure involved; and
3. whether the relevant professional development is expected to adequately support KG teachers' needs in teaching and administrative work, thereby effectively reducing the wastage rate?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 7)

Reply:

1. to 3.

It is natural that decline in kindergarten (KG) student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons.

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. The Government has been enhancing existing grants or providing additional grants

in view of the development and operational needs of the KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways.

KGs joining the Kindergarten Education Scheme (Scheme-KGs) are encouraged to establish a career ladder to retain and attract quality teachers. Given the diversity of the sector, KGs are allowed to take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangement of teachers.

The provision of quality KG education hinges on teachers' professional capability and principals' effective leadership. Upon consultation with teacher education institutions, the Education Bureau (EDB) in 2018 refined the programme frameworks for Certificate in Early Childhood Education, Bachelor of Education and Postgraduate Diploma in Early Childhood Education. Under the revised frameworks, we have strengthened the practicum requirements, and enriched the curriculum elements of catering for children's diversity (particularly non-Chinese speaking students and students at risk of developmental delay), with a view to nurturing teachers who can effectively facilitate children's learning and provide them with timely and proper care. EDB has also refined the framework for the Certification Course for KG principals, so as to enhance serving principals' capability of leading schools' continuous development, and to well equip aspiring principals for discharging their duties. From the 2021/22 school year onwards, structured learning programmes of a longer duration (e.g. lasting for several weeks) have been provided for experienced teachers, senior teachers or teachers aspiring for senior posts for in-depth study on various education issues, and subsidies for supply teachers have been provided in this regard.

As for continuous professional development (CPD) of KG principals and teachers, starting from the 2018/19 school year, principals and teachers may participate in 60 hours of CPD activities according to their needs in every 3-school-year cycle. KGs may make school-based decisions on the activities to be held, and the modes may include structured learning and other professional development activities. EDB has in parallel introduced training programmes on various themes, which cover the aspects of school administration and financial management, school self-evaluation and continuous development, child development as well as curriculum planning and implementation, etc., with a view to catering for the work and professional development needs of teachers. EDB has also provided KG principals and teachers with more Mainland and overseas training programmes, such as visits and exchange programmes to Nanjing, Beijing, Wuhan, Japan, Korea and Australia. EDB endeavours to support teachers' CPD on various fronts to enhance the professional capacity of in-service teachers and principals, and broaden their horizons, which will help enhance the attractiveness of the teaching profession and retain talent.

Moreover, we provided Scheme-KGs with a one-off Professional Capacity Enhancement Grant (PCEG) in 2022, and have enhanced PCEG in March 2024 to increase its rates, expand its scope and extend its deployment period. This aims to further strengthen the capacity of teachers and facilitate their professional development. KGs may use the grant to plan and implement school-based programmes, for example, hiring outside services to arrange professional development programmes for teachers; hiring consultancy services to establish

learning circles in the school and enhance the curriculum; arranging exchange activities with Mainland KGs; and subsidising teachers taking courses or attending international conferences on KG education. The expenditure involved in the Enhanced PCEG is around \$177 million.

We will continue to adopt diversified modes to support KGs and enhance the quality of teachers, so as to retain and attract quality KG teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 1540)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Soft Training Targets for School Supervisors and School Managers, which were implemented by the Education Bureau on a trial basis in the past 4 school years (2019/20 to 2022/23), have continued to apply from the 2023/24 school year. Will the Government advise this Committee of the following –

1. The respective numbers and percentages of serving school supervisors, newly registered school supervisors, serving school managers, and newly registered school managers who met the targets in the past 4 school years (2019/20 to 2022/23), as well as the figures for the 2023/24 school year, in the form of a table.
2. Regarding school supervisors and school managers who did not meet the targets, has the Government identified the reasons and recommended improvements?
3. Will the Government consider increasing the required training hours for the Soft Training Targets for School Supervisors and School Managers, or including compulsory and elective modules in the training programmes to align with the professional requirements of school-based management. If yes, what are the details? If no, what are the reasons?

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

Reply:

(1) to (3)

As recommended in the Review Report of the Task Force on School-based Management Policy, the Education Bureau (EDB) has set soft training targets for school supervisors and school managers of Incorporated Management Committee (IMC) schools. These targets were implemented on a trial basis for 4 school years starting from the 2019/20 school year. The numbers and percentages of IMC school supervisors and school managers who have

attained the requirements of the soft training targets in the 2019/20 to 2022/23 school years are as follows –

School year	2019/20		2020/21		2021/22		2022/23	
	School supervisor	School manager	School supervisor	School manager	School supervisor	School manager	School supervisor	School manager
Number of attainers	85	2 962	233	5 648	173	5 482	342	6 390
Attainment rate (%)	12	31	30	53	21	48	40	55

Note: As the 2023/24 school year has not yet ended, the relevant data is currently unavailable.

Owing to the COVID-19 epidemic, the daily operation of schools was severely disrupted. A number of schools reported that they went all out to implement anti-epidemic measures and address the learning and developmental needs of students, and were unable to arrange training activities for their school supervisors and school managers as scheduled, resulting in their failure to meet the training targets. As the epidemic subsided, the Government announced the gradual and orderly resumption of whole-day face-to-face classes in all primary and secondary schools in Hong Kong from February 2023, and the numbers and percentages of school supervisors and school managers receiving training have been gradually increasing.

To map out the way forward, EDB has conducted a survey on the training of school supervisors and school managers. The vast majority of school sponsoring bodies (SSBs) and IMCs considered the current required hours of the training targets appropriate. EDB will maintain the existing training hour requirements for the time being and implement various enhancement measures to further strengthen the training for school supervisors and school managers. These measures include requiring IMCs to draw up a school-based Annual Training Plan for School Supervisors and School Managers and submit records of the training status of school supervisors and individual school managers to EDB. EDB also provides diverse training modes and programmes to cater for the needs of different school supervisors and school managers, and continues to enrich the self-learning platform “School-based Management Learning Channel”. A Certificate of Appreciation will be issued to IMCs in recognition of school supervisors’ and school managers’ attainment of the required training hours. In addition, schools that have yet to meet the requirements will be followed up in a timely manner, and their school supervisors will be invited to participate in training programmes with training places reserved for them. Moreover, EDB has formulated the Suggested Learning Areas for School Supervisors and School Managers based on the major mode of school operation and management. IMCs may plan, organise and arrange training, taking into account the genuine needs of their school supervisors and school managers, school context and the concerns of SSBs, etc. EDB will also keep the objectives, content and mode of training under review to enhance the effectiveness of school governance.

- End -

CONTROLLING OFFICER'S REPLY

EDB039

(Question Serial No. 1541)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

In view of the structural decline in school-age population, kindergartens (KGs) are generally facing the crisis of under-enrolment and operational hardship. Will the Government advise this Committee of –

1. the number of KGs joining the free kindergarten education scheme and their percentage share among all KGs operating respective classes in Hong Kong in the 2021/22, 2022/23 and 2023/24 school years;
2. the respective numbers of KG places and KG students by district and class level in the 2021/22, 2022/23 and 2023/24 school years; and
3. Education Bureau's measures in place to encourage school sponsoring bodies to merge or relocate their KGs to improve enrolment and fulfil the demand for KG places?

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

Reply:

1. The numbers of kindergartens (KGs) joining the Kindergarten Education Scheme (Scheme-KGs) and their percentage share among all KGs in Hong Kong by class type from the 2021/22 to 2023/24 school years are tabulated in Annex 1.
2. The numbers of KG places and KG students by district and class level from the 2021/22 to 2023/24 school years are tabulated in Annex 2 and Annex 3 respectively.
3. With a decline in student population, the number of KGs may be adjusted. While we encourage KGs in districts with ageing population to relocate, school sponsoring bodies (SSBs) operating multiple KGs may consider consolidating the schools under their sponsorship. Apart from making available more Government-owned premises, starting from 2021, we have been adopting a streamlined mechanism to assess applications for allocation of KG premises and according priority to Scheme-KGs applying for relocation, with a view to nominating suitable SSBs to rent Government-

owned KG premises. Moreover, we have doubled the amount of the Relocation Grant for KGs since the 2022/23 school year to \$3 million for each school and extended the provision of the Grant to the 2023/24 school year. Starting from the 2024/25 school year, the Relocation Grant will be regularised to further encourage KGs in districts with ageing population to relocate to new development areas, those KGs at rented private premises to relocate to premises of lower rent or Government-owned school premises, so as to improve the school environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts.

**Number of Scheme-KGs and their percentage share among all KGs in Hong Kong
by class type from the 2021/22 to 2023/24 school years**

School year	Class	No. of Scheme-KGs	Percentage share among all KGs in Hong Kong
2021/22	Half-day (HD)	518	66.4%
	Whole-day (WD)	380	81.4%
	Long whole-day (LWD)	246	100.0%
2022/23	HD	504	66.1%
	WD	376	81.0%
	LWD	243	99.6%
2023/24	HD	493	65.8%
	WD	372	78.6%
	LWD	243	100.0%

Note: Figures refer to the position as at December of the respective school years. KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.

**Number of KG places by district and class level
from the 2021/22 to 2023/24 school years**

District	2021/22 School year			2022/23 School year			2023/24 School year		
	K1	K2	K3	K1	K2	K3	K1	K2	K3
Central & Western	2 864	2 859	2 173	2 512	2 625	2 047	2 429	2 578	1 987
Wan Chai	2 647	2 721	2 793	2 778	2 665	2 491	2 491	2 656	2 262
Eastern	4 467	4 722	4 500	4 220	4 345	4 333	3 542	4 130	4 021
Southern	1 665	2 030	1 847	1 497	1 717	1 702	1 352	1 698	1 588
Sham Shui Po	3 785	4 137	4 301	3 754	3 957	4 297	3 162	3 835	3 822
Yau Tsim Mong	2 403	2 491	2 141	2 243	2 308	2 081	2 060	2 273	2 050
Kowloon City	8 037	8 853	8 253	7 957	8 035	7 699	7 408	7 984	7 493
Wong Tai Sin	2 304	2 436	2 734	2 089	2 356	2 497	1 814	2 238	2 408
Kwun Tong	4 142	4 620	4 878	3 919	4 311	4 777	3 466	3 914	4 377
Tsuen Wan	2 418	2 508	2 734	2 555	2 458	2 637	2 146	2 587	2 543
Tuen Mun	4 034	4 286	4 488	4 023	4 026	4 173	3 582	4 104	3 988
Yuen Long	5 760	6 034	6 154	5 650	5 868	6 072	5 091	5 665	5 787
North	2 815	3 024	3 376	2 792	3 073	3 233	2 539	2 905	3 086
Tai Po	2 310	2 470	2 419	2 125	2 265	2 248	1 838	2 128	2 199
Sha Tin	4 943	5 281	5 554	4 895	5 103	5 210	4 181	5 040	4 864
Sai Kung	3 614	3 609	3 522	3 821	3 465	3 238	3 251	3 696	3 199
Islands	1 727	1 698	1 468	1 531	1 727	1 466	1 510	1 685	1 573
Kwai Tsing	3 440	3 851	3 915	3 359	3 495	3 659	2 933	3 486	3 373
All districts	63 375	67 630	67 250	61 720	63 799	63 860	54 795	62 602	60 620

Note:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes in KG-cum-child care centres.
- (3) Figures do not include vacant classrooms and vacant child care centre portions.
- (4) School districts are delineated by the District Council districts of the school premises.

**Number of KG students by district and class level
from the 2021/22 to 2023/24 school years**

District	2021/22 School year			2022/23 School year			2023/24 School year		
	K1	K2	K3	K1	K2	K3	K1	K2	K3
Central & Western	1 923	2 009	1 598	1 732	1 828	1 486	1 627	1 814	1 388
Wan Chai	2 168	2 165	2 138	2 157	2 022	1 795	1 991	2 105	1 752
Eastern	3 041	3 241	3 074	2 822	2 882	2 895	2 428	2 822	2 736
Southern	1 139	1 350	1 286	981	1 114	1 084	908	1 092	1 015
Sham Shui Po	3 089	3 270	3 401	2 873	3 066	3 169	2 491	2 950	3 028
Yau Tsim Mong	1 868	1 976	1 757	1 719	1 772	1 621	1 554	1 734	1 571
Kowloon City	6 282	6 844	6 365	6 010	6 222	5 992	5 685	6 172	5 724
Wong Tai Sin	1 898	1 993	2 202	1 673	1 869	1 953	1 426	1 727	1 868
Kwun Tong	3 275	3 631	3 839	2 950	3 231	3 546	2 667	2 995	3 266
Tsuen Wan	1 917	1 996	2 092	1 894	1 856	1 891	1 594	1 864	1 794
Tuen Mun	3 328	3 550	3 664	3 181	3 194	3 288	2 893	3 296	3 214
Yuen Long	4 967	5 228	5 280	4 606	4 779	4 891	4 208	4 626	4 685
North	2 310	2 459	2 709	2 285	2 452	2 522	2 125	2 444	2 528
Tai Po	1 914	2 031	2 013	1 704	1 819	1 809	1 462	1 676	1 721
Sha Tin	4 024	4 261	4 363	3 791	3 926	3 820	3 294	3 879	3 631
Sai Kung	2 761	2 808	2 744	2 803	2 565	2 436	2 397	2 724	2 304
Islands	1 351	1 375	1 207	1 163	1 333	1 111	1 145	1 309	1 187
Kwai Tsing	2 748	3 012	3 022	2 641	2 716	2 736	2 287	2 718	2 554
All districts	50 003	53 199	52 754	46 985	48 646	48 045	42 182	47 947	45 966

Note:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes in KG-cum-child care centres.
- (3) School districts are delineated by the District Council districts of the school premises.

- End -

CONTROLLING OFFICER'S REPLY

EDB040

(Question Serial No. 1542)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

In view of the structural decline in school-age population, primary schools are generally facing the crisis of under-enrolment. Will the Government advise this Committee of the following –

1. What are the numbers of places and students in primary schools by district, grade and sector in the 2021/22, 2022/23 and 2023/24 school years?
2. What are the figures on the projected mid-year school-age population aged 6 residing in Hong Kong by district from 2024 to 2029?
3. Regarding the “Options for schools to plan their way forward and support measures” announced by the Education Bureau (EDB) in early March, a school that opts to merge with another school may receive a one-off additional allowance in the amount of \$1 million. What is the total estimated expenditure involved?
4. What measures has EDB put in place to ensure that students’ well-being are fully safeguarded if a school opts for “Cessation of operation of school or particular level(s) before the N+3 school year”?

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

Reply:

1.
The numbers of places and students in primary schools by district, grade and sector from the 2021/22 to 2023/24 school years are tabulated at Annex 1.
2.
The figures on the projected mid-year school-age population aged 6 residing in Hong Kong by district from 2024 to 2029 are tabulated at Annex 2.

3. and 4.

According to the Education Bureau (EDB) Circular No. 7/2024, for schools that are not approved to operate subsidised Primary One classes under Primary One Admission, EDB will provide options and support measures for their application, including merging with other schools, and advancing the cessation of operation of the school or particular class level(s).

Under the option of merging with other schools, eligible public sector primary schools will be provided with a one-off additional allowance in the amount of \$1 million to cover additional expenses incurred during the merger. While the expenditure involved is subsumed within the overall estimated expenditure, the actual amount of expenditure is subject to the number of schools approved for merger each year.

Should the school sponsoring body (SSB), having regard to school-based circumstances and, above all, students' learning interests, opt to advance the cessation of operation of the school or particular class level(s), the school concerned should submit to EDB a plan thereon after consulting its stakeholders and obtaining the consent of SSB as well as the Incorporated Management Committee/School Management Committee. EDB will consider whether the relevant plan can safeguard the well-being of students in respect of schooling arrangements for students, deployment arrangements for school staff, and allocation of resources and manpower etc., with a view to allowing students to switch to other schools as early as possible and adapt to new learning environments with minimal impact involved. Meanwhile, EDB will maintain close contact with the schools concerned and their SSBs, so as to ensure that they will maintain good communication with key stakeholders and provide students with guidance and support as appropriate. If necessary, EDB will also assist students in transferring to other subsidised schools to continue their studies.

**Numbers of places and students of primary schools
by district, grade and sector from the 2021/22 to 2023/24 school years**

2021/22 school year

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	P1	1 360	1 224	688	566	2 048	1 790
	P2	1 385	1 263	764	648	2 149	1 911
	P3	1 385	1 275	710	587	2 095	1 862
	P4	1 530	1 358	735	587	2 265	1 945
	P5	1 435	1 306	636	509	2 071	1 815
	P6	1 410	1 221	614	456	2 024	1 677
	All Grades	8 505	7 647	4 147	3 353	12 652	11 000
Wan Chai	P1	1 385	1 283	1 128	946	2 513	2 229
	P2	1 360	1 300	1 023	886	2 383	2 186
	P3	1 410	1 324	999	848	2 409	2 172
	P4	1 485	1 400	910	813	2 395	2 213
	P5	1 435	1 349	903	748	2 338	2 097
	P6	1 410	1 253	829	637	2 239	1 890
	All Grades	8 485	7 909	5 792	4 878	14 277	12 787
Eastern	P1	2 847	2 619	871	769	3 718	3 388
	P2	2 976	2 676	728	637	3 704	3 313
	P3	3 054	2 755	714	603	3 768	3 358
	P4	3 346	3 041	792	686	4 138	3 727
	P5	3 047	2 817	797	701	3 844	3 518
	P6	3 072	2 783	785	686	3 857	3 469
	All Grades	18 342	16 691	4 687	4 082	23 029	20 773
Southern	P1	1 087	997	1 781	1 686	2 868	2 683
	P2	1 182	1 032	1 523	1 453	2 705	2 485
	P3	1 172	1 041	1 468	1 416	2 640	2 457
	P4	1 247	1 079	1 474	1 413	2 721	2 492
	P5	1 222	1 062	1 491	1 416	2 713	2 478
	P6	1 172	979	1 183	1 092	2 355	2 071
	All Grades	7 082	6 190	8 920	8 476	16 002	14 666
Sham Shui Po	P1	2 856	2 711	1 256	1 047	4 112	3 758
	P2	2 953	2 856	1 235	1 021	4 188	3 877
	P3	2 839	2 811	1 206	964	4 045	3 775
	P4	3 043	2 988	1 151	961	4 194	3 949
	P5	3 129	2 972	1 172	923	4 301	3 895
	P6	2 701	2 704	953	715	3 654	3 419
	All Grades	17 521	17 042	6 973	5 631	24 494	22 673

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	P1	2 293	2 267	378	279	2 671	2 546
	P2	2 425	2 315	336	278	2 761	2 593
	P3	2 428	2 292	358	289	2 786	2 581
	P4	2 650	2 381	348	278	2 998	2 659
	P5	2 365	2 223	264	213	2 629	2 436
	P6	2 340	2 208	222	172	2 562	2 380
	All Grades	14 501	13 686	1 906	1 509	16 407	15 195
Kowloon City	P1	3 512	3 404	2 452	2 188	5 964	5 592
	P2	3 537	3 392	2 227	1 968	5 764	5 360
	P3	3 622	3 426	2 289	1 940	5 911	5 366
	P4	3 906	3 656	2 142	1 930	6 048	5 586
	P5	3 701	3 483	2 026	1 751	5 727	5 234
	P6	3 512	3 353	1 946	1 607	5 458	4 960
	All Grades	21 790	20 714	13 082	11 384	34 872	32 098
Wong Tai Sin	P1	2 300	2 085	465	379	2 765	2 464
	P2	2 450	2 220	500	397	2 950	2 617
	P3	2 425	2 239	490	401	2 915	2 640
	P4	2 570	2 468	490	416	3 060	2 884
	P5	2 720	2 569	455	397	3 175	2 966
	P6	2 645	2 497	460	368	3 105	2 865
	All Grades	15 110	14 078	2 860	2 358	17 970	16 436
Kwun Tong	P1	3 934	3 829	247	231	4 181	4 060
	P2	4 268	4 010	344	292	4 612	4 302
	P3	4 240	4 002	343	313	4 583	4 315
	P4	4 607	4 503	317	284	4 924	4 787
	P5	4 327	4 350	298	256	4 625	4 606
	P6	4 017	4 063	318	269	4 335	4 332
	All Grades	25 393	24 757	1 867	1 645	27 260	26 402
Tsuen Wan	P1	2 080	2 026	10	8	2 090	2 034
	P2	2 154	2 144	16	14	2 170	2 158
	P3	2 250	2 130	8	6	2 258	2 136
	P4	2 390	2 244	18	15	2 408	2 259
	P5	2 385	2 234	9	7	2 394	2 241
	P6	2 180	2 074	8	5	2 188	2 079
	All Grades	13 439	12 852	69	55	13 508	12 907

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	P1	3 747	3 537	116	109	3 863	3 646
	P2	3 802	3 568	116	114	3 918	3 682
	P3	3 822	3 647	116	115	3 938	3 762
	P4	4 258	3 948	116	113	4 374	4 061
	P5	4 222	4 027	116	115	4 338	4 142
	P6	4 002	3 773	150	142	4 152	3 915
	All Grades	23 853	22 500	730	708	24 583	23 208
Yuen Long	P1	4 960	4 739	144	88	5 104	4 827
	P2	5 197	4 927	140	105	5 337	5 032
	P3	5 135	4 798	140	95	5 275	4 893
	P4	5 721	5 374	115	89	5 836	5 463
	P5	5 727	5 387	115	86	5 842	5 473
	P6	5 566	5 144	115	89	5 681	5 233
	All Grades	32 306	30 369	769	552	33 075	30 921
North	P1	2 575	2 407	0	0	2 575	2 407
	P2	2 775	2 572	0	0	2 775	2 572
	P3	2 845	2 687	0	0	2 845	2 687
	P4	3 458	3 297	0	0	3 458	3 297
	P5	3 501	3 353	0	0	3 501	3 353
	P6	3 361	3 166	0	0	3 361	3 166
	All Grades	18 515	17 482	0	0	18 515	17 482
Tai Po	P1	2 010	1 970	548	420	2 558	2 390
	P2	2 115	2 061	473	412	2 588	2 473
	P3	2 145	2 032	459	364	2 604	2 396
	P4	2 670	2 475	495	376	3 165	2 851
	P5	2 574	2 371	468	338	3 042	2 709
	P6	2 496	2 313	494	345	2 990	2 658
	All Grades	14 010	13 222	2 937	2 255	16 947	15 477
Sha Tin	P1	4 805	4 607	448	447	5 253	5 054
	P2	5 146	4 815	448	444	5 594	5 259
	P3	5 215	4 924	448	442	5 663	5 366
	P4	5 724	5 388	452	443	6 176	5 831
	P5	5 398	5 234	452	437	5 850	5 671
	P6	4 770	4 646	431	429	5 201	5 075
	All Grades	31 058	29 614	2 679	2 642	33 737	32 256

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	P1	2 795	2 468	539	497	3 334	2 965
	P2	2 970	2 634	476	432	3 446	3 066
	P3	2 883	2 537	431	391	3 314	2 928
	P4	3 115	2 825	434	403	3 549	3 228
	P5	2 792	2 497	411	377	3 203	2 874
	P6	2 865	2 502	349	276	3 214	2 778
	All Grades	17 420	15 463	2 640	2 376	20 060	17 839
Islands	P1	1 100	999	375	310	1 475	1 309
	P2	1 205	1 099	315	296	1 520	1 395
	P3	1 205	1 128	322	280	1 527	1 408
	P4	1 375	1 306	317	265	1 692	1 571
	P5	1 230	1 160	328	277	1 558	1 437
	P6	1 105	1 019	292	263	1 397	1 282
	All Grades	7 220	6 711	1 949	1 691	9 169	8 402
Kwai Tsing	P1	3 129	2 977	0	0	3 129	2 977
	P2	3 204	2 992	0	0	3 204	2 992
	P3	3 104	2 935	0	0	3 104	2 935
	P4	3 454	3 269	0	0	3 454	3 269
	P5	3 404	3 213	0	0	3 404	3 213
	P6	3 304	3 086	0	0	3 304	3 086
	All Grades	19 599	18 472	0	0	19 599	18 472
All Districts	P1	48 775	46 149	11 446	9 970	60 221	56 119
	P2	51 104	47 876	10 664	9 397	61 768	57 273
	P3	51 179	47 983	10 501	9 054	61 680	57 037
	P4	56 549	53 000	10 306	9 072	66 855	62 072
	P5	54 614	51 607	9 941	8 551	64 555	60 158
	P6	51 928	48 784	9 149	7 551	61 077	56 335
	All Grades	314 149	295 399	62 007	53 595	376 156	348 994

2022/23 school year

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	P1	1 285	1 211	644	556	1 929	1 767
	P2	1 360	1 162	722	544	2 082	1 706
	P3	1 385	1 159	720	540	2 105	1 699
	P4	1 385	1 198	676	545	2 061	1 743
	P5	1 530	1 279	598	505	2 128	1 784
	P6	1 410	1 181	578	445	1 988	1 626
	All Grades	8 355	7 190	3 938	3 135	12 293	10 325
Wan Chai	P1	1 310	1 254	1 098	931	2 408	2 185
	P2	1 360	1 241	1 033	855	2 393	2 096
	P3	1 360	1 268	985	756	2 345	2 024
	P4	1 385	1 301	990	748	2 375	2 049
	P5	1 485	1 309	859	702	2 344	2 011
	P6	1 385	1 228	854	643	2 239	1 871
	All Grades	8 285	7 601	5 819	4 635	14 104	12 236
Eastern	P1	2 647	2 385	861	712	3 508	3 097
	P2	2 822	2 520	736	601	3 558	3 121
	P3	2 951	2 572	794	592	3 745	3 164
	P4	3 029	2 671	745	573	3 774	3 244
	P5	3 346	2 862	809	674	4 155	3 536
	P6	3 047	2 667	803	663	3 850	3 330
	All Grades	17 842	15 677	4 748	3 815	22 590	19 492
Southern	P1	987	928	1 769	1 657	2 756	2 585
	P2	1 062	950	1 489	1 417	2 551	2 367
	P3	1 152	981	1 473	1 377	2 625	2 358
	P4	1 172	988	1 485	1 394	2 657	2 382
	P5	1 222	1 041	1 399	1 339	2 621	2 380
	P6	1 197	996	1 216	1 128	2 413	2 124
	All Grades	6 792	5 884	8 831	8 312	15 623	14 196
Sham Shui Po	P1	2 788	2 681	1 215	1 102	4 003	3 783
	P2	2 846	2 683	1 075	900	3 921	3 583
	P3	2 943	2 838	1 120	938	4 063	3 776
	P4	2 829	2 768	1 075	881	3 904	3 649
	P5	3 029	2 930	1 034	868	4 063	3 798
	P6	3 115	2 875	869	687	3 984	3 562
	All Grades	17 550	16 775	6 388	5 376	23 938	22 151

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	P1	2 194	2 127	334	309	2 528	2 436
	P2	2 294	2 184	250	232	2 544	2 416
	P3	2 426	2 243	312	271	2 738	2 514
	P4	2 300	2 077	300	268	2 600	2 345
	P5	2 650	2 253	282	261	2 932	2 514
	P6	2 365	2 106	224	191	2 589	2 297
	All Grades	14 229	12 990	1 702	1 532	15 931	14 522
Kowloon City	P1	3 387	3 299	2 406	2 083	5 793	5 382
	P2	3 512	3 278	2 186	1 927	5 698	5 205
	P3	3 512	3 269	2 062	1 807	5 574	5 076
	P4	3 622	3 272	2 021	1 786	5 643	5 058
	P5	3 906	3 468	2 017	1 746	5 923	5 214
	P6	3 701	3 235	1 891	1 594	5 592	4 829
	All Grades	21 640	19 821	12 583	10 943	34 223	30 764
Wong Tai Sin	P1	2 150	1 989	457	342	2 607	2 331
	P2	2 300	2 064	427	330	2 727	2 394
	P3	2 450	2 187	492	352	2 942	2 539
	P4	2 425	2 226	492	366	2 917	2 592
	P5	2 570	2 415	492	355	3 062	2 770
	P6	2 695	2 506	487	334	3 182	2 840
	All Grades	14 590	13 387	2 847	2 079	17 437	15 466
Kwun Tong	P1	3 777	3 639	362	329	4 139	3 968
	P2	3 934	3 750	342	280	4 276	4 030
	P3	4 268	3 960	328	256	4 596	4 216
	P4	4 240	3 932	330	267	4 570	4 199
	P5	4 607	4 418	330	273	4 937	4 691
	P6	4 327	4 210	308	249	4 635	4 459
	All Grades	25 153	23 909	2 000	1 654	27 153	25 563
Tsuen Wan	P1	1 990	1 899	20	5	2 010	1 904
	P2	2 080	1 930	20	7	2 100	1 937
	P3	2 154	2 002	20	8	2 174	2 010
	P4	2 250	2 034	20	5	2 270	2 039
	P5	2 390	2 136	20	9	2 410	2 145
	P6	2 385	2 124	20	6	2 405	2 130
	All Grades	13 249	12 125	120	40	13 369	12 165

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	P1	3 552	3 408	126	110	3 678	3 518
	P2	3 672	3 383	126	116	3 798	3 499
	P3	3 802	3 415	126	114	3 928	3 529
	P4	3 822	3 486	126	112	3 948	3 598
	P5	4 258	3 742	126	109	4 384	3 851
	P6	4 222	3 817	160	146	4 382	3 963
	All Grades	23 328	21 251	790	707	24 118	21 958
Yuen Long	P1	4 839	4 686	134	99	4 973	4 785
	P2	4 910	4 521	125	83	5 035	4 604
	P3	5 172	4 665	125	94	5 297	4 759
	P4	5 110	4 526	125	88	5 235	4 614
	P5	5 721	5 061	115	85	5 836	5 146
	P6	5 727	5 138	115	83	5 842	5 221
	All Grades	31 479	28 597	739	532	32 218	29 129
North	P1	2 675	2 628	0	0	2 675	2 628
	P2	2 725	2 600	0	0	2 725	2 600
	P3	2 975	2 768	0	0	2 975	2 768
	P4	3 045	2 945	0	0	3 045	2 945
	P5	3 608	3 398	0	0	3 608	3 398
	P6	3 551	3 323	0	0	3 551	3 323
	All Grades	18 579	17 662	0	0	18 579	17 662
Tai Po	P1	1 870	1 838	533	404	2 403	2 242
	P2	1 985	1 884	463	379	2 448	2 263
	P3	2 115	1 906	534	397	2 649	2 303
	P4	2 145	1 900	465	349	2 610	2 249
	P5	2 670	2 319	458	328	3 128	2 647
	P6	2 574	2 228	479	304	3 053	2 532
	All Grades	13 359	12 075	2 932	2 161	16 291	14 236
Sha Tin	P1	4 520	4 412	448	450	4 968	4 862
	P2	4 730	4 456	448	437	5 178	4 893
	P3	5 146	4 631	448	432	5 594	5 063
	P4	5 215	4 709	452	439	5 667	5 148
	P5	5 724	5 076	452	437	6 176	5 513
	P6	5 398	4 980	431	430	5 829	5 410
	All Grades	30 733	28 264	2 679	2 625	33 412	30 889

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	P1	2 620	2 484	513	406	3 133	2 890
	P2	2 670	2 364	491	406	3 161	2 770
	P3	2 883	2 476	464	397	3 347	2 873
	P4	2 940	2 532	418	376	3 358	2 908
	P5	2 842	2 491	438	378	3 280	2 869
	P6	2 965	2 524	406	324	3 371	2 848
	All Grades	16 920	14 871	2 730	2 287	19 650	17 158
Islands	P1	1 025	927	342	280	1 367	1 207
	P2	1 100	980	286	252	1 386	1 232
	P3	1 205	1 071	280	258	1 485	1 329
	P4	1 205	1 089	304	261	1 509	1 350
	P5	1 375	1 269	270	242	1 645	1 511
	P6	1 230	1 118	257	231	1 487	1 349
	All Grades	7 140	6 454	1 739	1 524	8 879	7 978
Kwai Tsing	P1	2 899	2 749	0	0	2 899	2 749
	P2	3 129	2 888	0	0	3 129	2 888
	P3	3 204	2 880	0	0	3 204	2 880
	P4	3 104	2 868	0	0	3 104	2 868
	P5	3 454	3 169	0	0	3 454	3 169
	P6	3 404	3 107	0	0	3 404	3 107
	All Grades	19 194	17 661	0	0	19 194	17 661
All Districts	P1	46 515	44 544	11 262	9 775	57 777	54 319
	P2	48 491	44 838	10 219	8 766	58 710	53 604
	P3	51 103	46 291	10 283	8 589	61 386	54 880
	P4	51 223	46 522	10 024	8 458	61 247	54 980
	P5	56 387	50 636	9 699	8 311	66 086	58 947
	P6	54 698	49 363	9 098	7 458	63 796	56 821
	All Grades	308 417	282 194	60 585	51 357	369 002	333 551

2023/24 school year

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	P1	1 210	1 172	688	504	1 898	1 676
	P2	1 285	1 188	751	610	2 036	1 798
	P3	1 360	1 172	686	534	2 046	1 706
	P4	1 385	1 149	697	538	2 082	1 687
	P5	1 385	1 182	637	503	2 022	1 685
	P6	1 530	1 233	648	480	2 178	1 713
	All Grades	8 155	7 096	4 107	3 169	12 262	10 265
Wan Chai	P1	1 185	1 186	875	705	2 060	1 891
	P2	1 285	1 239	1 082	875	2 367	2 114
	P3	1 360	1 255	976	798	2 336	2 053
	P4	1 360	1 265	884	723	2 244	1 988
	P5	1 385	1 301	950	728	2 335	2 029
	P6	1 485	1 251	905	711	2 390	1 962
	All Grades	8 060	7 497	5 672	4 540	13 732	12 037
Eastern	P1	2 452	2 297	965	851	3 417	3 148
	P2	2 647	2 378	617	581	3 264	2 959
	P3	2 822	2 474	708	626	3 530	3 100
	P4	2 951	2 523	675	612	3 626	3 135
	P5	3 029	2 612	719	642	3 748	3 254
	P6	3 346	2 770	704	638	4 050	3 408
	All Grades	17 247	15 054	4 388	3 950	21 635	19 004
Southern	P1	937	836	1 794	1 695	2 731	2 531
	P2	987	899	1 471	1 379	2 458	2 278
	P3	1 062	945	1 506	1 424	2 568	2 369
	P4	1 152	971	1 491	1 419	2 643	2 390
	P5	1 142	975	1 465	1 397	2 607	2 372
	P6	1 222	1 008	1 210	1 132	2 432	2 140
	All Grades	6 502	5 634	8 937	8 446	15 439	14 080
Sham Shui Po	P1	2 651	2 634	1 149	1 042	3 800	3 676
	P2	2 769	2 655	1 029	968	3 798	3 623
	P3	2 856	2 650	1 000	873	3 856	3 523
	P4	2 953	2 850	1 074	926	4 027	3 776
	P5	2 839	2 799	995	849	3 834	3 648
	P6	3 043	2 917	802	673	3 845	3 590
	All Grades	17 111	16 505	6 049	5 331	23 160	21 836

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	P1	2 145	2 077	347	320	2 492	2 397
	P2	2 194	2 119	279	260	2 473	2 379
	P3	2 295	2 156	261	240	2 556	2 396
	P4	2 297	2 095	294	267	2 591	2 362
	P5	2 300	2 038	287	262	2 587	2 300
	P6	2 650	2 196	288	261	2 938	2 457
	All Grades	13 881	12 681	1 756	1 610	15 637	14 291
Kowloon City	P1	3 337	3 203	2 342	2 035	5 679	5 238
	P2	3 387	3 278	2 174	2 015	5 561	5 293
	P3	3 512	3 272	2 105	1 932	5 617	5 204
	P4	3 512	3 265	1 937	1 784	5 449	5 049
	P5	3 622	3 282	1 913	1 756	5 535	5 038
	P6	3 906	3 368	1 858	1 703	5 764	5 071
	All Grades	21 276	19 668	12 329	11 225	33 605	30 893
Wong Tai Sin	P1	2 025	1 849	446	372	2 471	2 221
	P2	2 150	1 992	446	336	2 596	2 328
	P3	2 275	2 064	446	328	2 721	2 392
	P4	2 450	2 209	481	352	2 931	2 561
	P5	2 425	2 229	481	352	2 906	2 581
	P6	2 570	2 381	491	346	3 061	2 727
	All Grades	13 895	12 724	2 791	2 086	16 686	14 810
Kwun Tong	P1	3 607	3 432	318	273	3 925	3 705
	P2	3 777	3 647	368	308	4 145	3 955
	P3	3 934	3 770	308	252	4 242	4 022
	P4	4 268	3 984	330	272	4 598	4 256
	P5	4 240	3 943	354	272	4 594	4 215
	P6	4 607	4 360	368	289	4 975	4 649
	All Grades	24 433	23 136	2 046	1 666	26 479	24 802
Tsuen Wan	P1	1 915	1 819	0	0	1 915	1 819
	P2	1 990	1 882	0	0	1 990	1 882
	P3	2 080	1 905	0	0	2 080	1 905
	P4	2 154	1 981	0	0	2 154	1 981
	P5	2 250	2 014	0	0	2 250	2 014
	P6	2 390	2 072	0	0	2 390	2 072
	All Grades	12 779	11 673	0	0	12 779	11 673

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	P1	3 527	3 355	116	111	3 643	3 466
	P2	3 552	3 460	116	115	3 668	3 575
	P3	3 672	3 483	116	120	3 788	3 603
	P4	3 802	3 490	116	120	3 918	3 610
	P5	3 822	3 512	116	117	3 938	3 629
	P6	4 258	3 681	150	141	4 408	3 822
	All Grades	22 633	20 981	730	724	23 363	21 705
Yuen Long	P1	4 689	4 498	180	95	4 869	4 593
	P2	4 839	4 680	155	109	4 994	4 789
	P3	4 910	4 464	130	81	5 040	4 545
	P4	5 172	4 625	130	94	5 302	4 719
	P5	5 110	4 485	130	83	5 240	4 568
	P6	5 721	4 916	130	83	5 851	4 999
	All Grades	30 441	27 668	855	545	31 296	28 213
North	P1	2 575	2 540	0	0	2 575	2 540
	P2	2 675	2 670	0	0	2 675	2 670
	P3	2 725	2 624	0	0	2 725	2 624
	P4	2 975	2 807	0	0	2 975	2 807
	P5	3 045	3 068	0	0	3 045	3 068
	P6	3 608	3 327	0	0	3 608	3 327
	All Grades	17 603	17 036	0	0	17 603	17 036
Tai Po	P1	1 845	1 734	547	463	2 392	2 197
	P2	1 870	1 809	424	352	2 294	2 161
	P3	1 985	1 824	459	373	2 444	2 197
	P4	2 090	1 854	439	369	2 529	2 223
	P5	2 145	1 871	429	351	2 574	2 222
	P6	2 670	2 234	398	332	3 068	2 566
	All Grades	12 605	11 326	2 696	2 240	15 301	13 566
Sha Tin	P1	4 230	4 024	448	432	4 678	4 456
	P2	4 520	4 343	448	438	4 968	4 781
	P3	4 730	4 392	448	436	5 178	4 828
	P4	5 146	4 612	452	431	5 598	5 043
	P5	5 215	4 662	452	432	5 667	5 094
	P6	5 724	4 943	431	426	6 155	5 369
	All Grades	29 565	26 976	2 679	2 595	32 244	29 571

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	P1	2 545	2 340	550	440	3 095	2 780
	P2	2 620	2 417	495	389	3 115	2 806
	P3	2 645	2 303	471	413	3 116	2 716
	P4	3 015	2 548	471	383	3 486	2 931
	P5	2 717	2 302	430	381	3 147	2 683
	P6	3 040	2 587	426	385	3 466	2 972
	All Grades	16 582	14 497	2 843	2 391	19 425	16 888
Islands	P1	1 025	942	331	266	1 356	1 208
	P2	1 025	956	328	278	1 353	1 234
	P3	1 100	1 033	295	258	1 395	1 291
	P4	1 180	1 081	291	267	1 471	1 348
	P5	1 205	1 082	283	255	1 488	1 337
	P6	1 375	1 238	264	244	1 639	1 482
	All Grades	6 910	6 332	1 792	1 568	8 702	7 900
Kwai Tsing	P1	2 699	2 529	0	0	2 699	2 529
	P2	2 899	2 728	0	0	2 899	2 728
	P3	3 129	2 897	0	0	3 129	2 897
	P4	3 204	2 881	0	0	3 204	2 881
	P5	3 104	2 854	0	0	3 104	2 854
	P6	3 454	3 105	0	0	3 454	3 105
	All Grades	18 489	16 994	0	0	18 489	16 994
All Districts	P1	44 599	42 467	11 096	9 604	55 695	52 071
	P2	46 471	44 340	10 183	9 013	56 654	53 353
	P3	48 452	44 683	9 915	8 688	58 367	53 371
	P4	51 066	46 190	9 762	8 557	60 828	54 747
	P5	50 980	46 211	9 641	8 380	60 621	54 591
	P6	56 599	49 587	9 073	7 844	65 672	57 431
	All Grades	298 167	273 478	59 670	52 086	357 837	325 564

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures do not include special schools.
- (3) Figures on places refer to the planned number of school places offered by the schools concerned.
- (4) School districts are delineated by the District Council districts of the school premises.

**Projected mid-year school-age population aged 6 residing in Hong Kong
by district from 2024 to 2029**

District	2024	2025	2026	2027	2028	2029
Central & Western	1 400	1 300	1 400	1 100	900	500
Wan Chai	900	900	800	800	600	300
Eastern	2 800	2 700	2 300	2 000	1 800	1 300
Southern	1 500	1 400	1 300	1 200	1 000	900
Sham Shui Po	3 300	3 000	2 700	2 500	2 200	1 900
Yau Tsim Mong	2 000	2 000	2 200	1 700	1 200	600
Kowloon City	2 800	2 700	2 700	2 500	2 400	1 800
Wong Tai Sin	2 200	1 900	1 900	1 500	1 800	1 900
Kwun Tong	3 900	3 700	3 600	3 000	3 200	3 200
Tsuen Wan	2 300	2 300	2 100	1 700	1 200	700
Tuen Mun	3 800	3 900	3 900	3 100	3 100	2 600
Yuen Long	5 000	5 200	4 900	4 100	3 800	3 200
North	2 600	2 500	2 300	2 500	2 600	2 500
Tai Po	2 400	2 300	2 300	2 200	1 900	1 500
Sha Tin	4 500	4 200	4 100	3 200	3 100	2 700
Sai Kung	3 400	3 700	4 000	3 400	3 100	2 300
Islands	1 700	1 900	2 000	1 900	1 700	1 800
Kwai Tsing	3 000	3 000	2 700	2 200	2 200	2 100
All Districts	49 600	48 600	47 000	40 600	37 800	31 500

Notes:

- (1) The projections of school-age population residing in Hong Kong are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) School-age population aged 6 is considered appropriate for receiving primary education (i.e. P1).
- (3) Figures refer to the projected number of local persons (i.e. Hong Kong usual residents) aged 6 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Persons under or over the age of 6 may also enrol for P1.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 1543)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In view of the structural decline in school-age population, secondary schools are facing the crisis of under-enrolment. Will the Government advise this Committee of the following –

1. What are the numbers of places and students in secondary schools by district, grade and sector in the 2021/22, 2022/23 and 2023/24 school years?
2. What are the figures on the projected mid-year school-age population aged 12 residing in Hong Kong by district from 2024 to 2029?
3. According to the “Development Options for Schools” provided by the Education Bureau for secondary schools, a school that opts to merge with another school may receive a one-off additional allowance in the amount of \$500,000 for each merging level. What is the total estimated expenditure involved?
4. Given that some school sponsoring bodies (SSBs) have hastily ceased operating their secondary schools without giving due consideration to the well-being of students and the transitional needs, will the Government draw up guidelines requiring SSBs to set up a three-year transitional period if they plan to cease operation of their schools, so as to arrange for students to leave and change schools in an orderly manner, and reserve sufficient resources for maintaining the teaching quality when the number of classes is reduced?

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

Reply:

1. The numbers of places and students in secondary day schools by district, grade and sector from the 2021/22 to 2023/24 school years are tabulated at Annex 1.

2.

The figures on the projected mid-year school-age population aged 12 residing in Hong Kong by district from 2024 to 2029 are tabulated at [Annex 2](#).

3.

In the face of a structural decline in school-age population, the Education Bureau (EDB) actively supports school sponsoring bodies (SSBs) and schools in devising ahead a feasible way forward for development. According to EDB Circular No. 17/2023, for public sector secondary schools operating less than 2 Secondary One (S1) classes, EDB will provide development options, including “Merging with Other Schools” for their application. Under the option of “Merging with Other Schools”, eligible public sector secondary schools will be provided with a one-off additional allowance in the amount of \$500,000 for each merging level to cover additional expenses incurred during the merger. While the expenditure involved is subsumed within the overall estimated expenditure, the actual amount of expenditure is subject to the number of schools approved for merger each year.

4.

For any SSB showing intention to cease operation of its sponsored public sector secondary school, it should submit a detailed proposal to EDB setting out clearly the timeline, operation mode during the transitional period and other relevant details, such as schooling arrangements for students, deployment arrangements for school staff, and allocation of resources and manpower. EDB will urge SSBs to accord top priority to the well-being of students and ensure the impact of the school’s cessation arrangements on students is minimal, including minimising the impacts on the subject choices for senior secondary school students as far as possible.

During the process of cessation, EDB will closely monitor the situation and maintain communication with the SSBs and schools concerned, so that timely assistance can be offered if the schools encounter difficulties in making related arrangements. EDB will also provide advice and assistance to parents and students in need. If necessary, they may approach Regional Education Offices of EDB for enquiries on vacant school places in the district.

SSBs may make different cessation arrangements according to school-based circumstances. Generally speaking, schools will first stop admitting S1 students, and arrange for current senior secondary school students to study in their original school until graduation. Some SSBs will also take into consideration the situation where the overall number of students is too small and there is a wastage of school staff in 1 or 2 years prior to the cessation. Since the corresponding adjustment of resources will make it difficult to provide a broad and balanced learning environment and is not conducive to the social development of students, the SSBs will try their best to arrange for their students to transfer to other schools as soon as possible. For example, some secondary schools will arrange for their students to participate in the Central Placement upon their completion of Secondary Three and proceed to Secondary Four in other public sector schools. Given that schools’ cessation arrangements may vary depending on the actual circumstances, it is not appropriate to establish a uniform transitional period for schools before cessation.

**Numbers of places and students of secondary day schools
by district, grade and sector from the 2021/22 to 2023/24 school years**

2021/22 school year

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	S1	1 765	1 635	329	298	2 094	1 933
	S2	1 734	1 501	329	306	2 063	1 807
	S3	1 734	1 442	295	269	2 029	1 711
	S4	1 694	1 405	295	277	1 989	1 682
	S5	1 661	1 257	277	257	1 938	1 514
	S6	1 661	1 210	231	199	1 892	1 409
	S7	0	0	207	184	207	184
	All Grades	10 249	8 450	1 963	1 790	12 212	10 240
Wan Chai	S1	2 202	1 809	187	159	2 389	1 968
	S2	2 202	1 772	187	151	2 389	1 923
	S3	2 235	1 788	162	147	2 397	1 935
	S4	2 244	1 628	102	103	2 346	1 731
	S5	2 284	1 602	152	132	2 436	1 734
	S6	2 324	1 509	152	128	2 476	1 637
	S7	0	0	152	125	152	125
	All Grades	13 491	10 108	1 094	945	14 585	11 053
Eastern	S1	3 624	3 104	571	478	4 195	3 582
	S2	3 822	3 218	565	483	4 387	3 701
	S3	3 756	3 205	523	414	4 279	3 619
	S4	3 742	2 948	419	313	4 161	3 261
	S5	3 646	2 711	439	285	4 085	2 996
	S6	3 710	2 586	464	258	4 174	2 844
	S7	0	0	238	148	238	148
	All Grades	22 300	17 772	3 219	2 379	25 519	20 151
Southern	S1	1 848	1 495	1 378	1 322	3 226	2 817
	S2	1 815	1 404	1 408	1 310	3 223	2 714
	S3	1 881	1 450	1 301	1 219	3 182	2 669
	S4	1 774	1 314	1 135	1 121	2 909	2 435
	S5	1 806	1 246	1 029	950	2 835	2 196
	S6	1 774	1 128	941	856	2 715	1 984
	S7	0	0	850	712	850	712
	All Grades	10 898	8 037	8 042	7 490	18 940	15 527
Sham Shui Po	S1	3 501	3 320	378	341	3 879	3 661
	S2	3 525	3 236	400	342	3 925	3 578
	S3	3 641	3 388	354	284	3 995	3 672
	S4	3 411	3 016	255	211	3 666	3 227
	S5	3 411	2 783	236	208	3 647	2 991
	S6	3 472	2 701	182	139	3 654	2 840
	S7	0	0	106	93	106	93
	All Grades	20 961	18 444	1 911	1 618	22 872	20 062

Annex 1 (Cont'd)

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	S1	2 336	2 142	18	12	2 354	2 154
	S2	2 369	2 052	18	10	2 387	2 062
	S3	2 336	2 040	18	8	2 354	2 048
	S4	2 515	2 089	25	10	2 540	2 099
	S5	2 516	1 972	23	20	2 539	1 992
	S6	2 516	1 885	78	43	2 594	1 928
	S7	0	0	0	0	0	0
	All Grades	14 588	12 180	180	103	14 768	12 283
Kowloon City	S1	5 176	4 644	746	689	5 922	5 333
	S2	5 116	4 471	796	706	5 912	5 177
	S3	5 112	4 409	772	685	5 884	5 094
	S4	5 198	4 317	723	641	5 921	4 958
	S5	5 198	3 993	623	561	5 821	4 554
	S6	5 167	3 734	489	451	5 656	4 185
	S7	0	0	288	292	288	292
	All Grades	30 967	25 568	4 437	4 025	35 404	29 593
Wong Tai Sin	S1	2 955	2 656	140	114	3 095	2 770
	S2	3 021	2 673	140	123	3 161	2 796
	S3	2 988	2 701	105	89	3 093	2 790
	S4	2 936	2 591	105	84	3 041	2 675
	S5	2 872	2 324	105	70	2 977	2 394
	S6	2 904	2 262	105	54	3 009	2 316
	S7	0	0	0	0	0	0
	All Grades	17 676	15 207	700	534	18 376	15 741
Kwun Tong	S1	4 705	4 216	255	246	4 960	4 462
	S2	4 807	4 270	237	221	5 044	4 491
	S3	4 671	4 221	197	176	4 868	4 397
	S4	4 571	3 991	169	163	4 740	4 154
	S5	4 571	3 785	169	133	4 740	3 918
	S6	4 632	3 736	112	99	4 744	3 835
	S7	0	0	104	79	104	79
	All Grades	27 957	24 219	1 243	1 117	29 200	25 336
Tsuen Wan	S1	1 707	1 563	25	8	1 732	1 571
	S2	1 707	1 530	25	16	1 732	1 546
	S3	1 707	1 558	25	4	1 732	1 562
	S4	1 660	1 462	25	8	1 685	1 470
	S5	1 660	1 418	25	6	1 685	1 424
	S6	1 660	1 383	25	3	1 685	1 386
	S7	0	0	25	1	25	1
	All Grades	10 101	8 914	175	46	10 276	8 960

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	S1	4 402	3 918	130	131	4 532	4 049
	S2	4 402	3 877	130	133	4 532	4 010
	S3	4 402	3 864	125	125	4 527	3 989
	S4	4 172	3 550	130	132	4 302	3 682
	S5	4 076	3 141	130	122	4 206	3 263
	S6	3 980	2 865	100	99	4 080	2 964
	S7	0	0	100	90	100	90
	All Grades	25 434	21 215	845	832	26 279	22 047
Yuen Long	S1	5 469	5 133	0	0	5 469	5 133
	S2	5 835	5 290	0	0	5 835	5 290
	S3	5 433	4 902	0	0	5 433	4 902
	S4	5 182	4 529	0	0	5 182	4 529
	S5	5 182	4 150	0	0	5 182	4 150
	S6	5 150	3 827	0	0	5 150	3 827
	S7	0	0	0	0	0	0
	All Grades	32 251	27 831	0	0	32 251	27 831
North	S1	3 333	3 034	84	81	3 417	3 115
	S2	3 333	3 088	88	88	3 421	3 176
	S3	3 333	3 108	76	73	3 409	3 181
	S4	3 175	2 855	45	44	3 220	2 899
	S5	2 614	2 324	57	55	2 671	2 379
	S6	2 647	2 217	48	48	2 695	2 265
	S7	0	0	32	31	32	31
	All Grades	18 435	16 626	430	420	18 865	17 046
Tai Po	S1	2 644	2 366	233	191	2 877	2 557
	S2	2 776	2 415	208	161	2 984	2 576
	S3	2 746	2 368	126	90	2 872	2 458
	S4	2 544	2 176	73	49	2 617	2 225
	S5	2 408	2 006	49	25	2 457	2 031
	S6	2 376	1 791	24	14	2 400	1 805
	S7	0	0	0	0	0	0
	All Grades	15 494	13 122	713	530	16 207	13 652
Sha Tin	S1	6 080	5 512	480	458	6 560	5 970
	S2	6 176	5 520	464	450	6 640	5 970
	S3	5 883	5 223	458	431	6 341	5 654
	S4	5 608	4 758	450	416	6 058	5 174
	S5	5 740	4 607	434	394	6 174	5 001
	S6	5 726	4 112	418	377	6 144	4 489
	S7	0	0	418	365	418	365
	All Grades	35 213	29 732	3 122	2 891	38 335	32 623

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	S1	3 641	3 051	153	135	3 794	3 186
	S2	3 607	3 050	153	129	3 760	3 179
	S3	3 559	3 083	128	113	3 687	3 196
	S4	3 563	2 882	118	98	3 681	2 980
	S5	3 485	2 498	68	48	3 553	2 546
	S6	3 566	2 347	44	39	3 610	2 386
	S7	0	0	24	30	24	30
	All Grades	21 421	16 911	688	592	22 109	17 503
Islands	S1	1 067	882	195	199	1 262	1 081
	S2	985	873	220	198	1 205	1 071
	S3	1 014	860	219	189	1 233	1 049
	S4	1 033	768	210	159	1 243	927
	S5	1 065	734	204	143	1 269	877
	S6	1 113	719	185	122	1 298	841
	S7	0	0	170	111	170	111
	All Grades	6 277	4 836	1 403	1 121	7 680	5 957
Kwai Tsing	S1	3 960	3 618	0	0	3 960	3 618
	S2	3 960	3 620	0	0	3 960	3 620
	S3	3 927	3 535	0	0	3 927	3 535
	S4	3 808	3 335	0	0	3 808	3 335
	S5	3 776	3 184	0	0	3 776	3 184
	S6	3 808	3 030	0	0	3 808	3 030
	S7	0	0	0	0	0	0
	All Grades	23 239	20 322	0	0	23 239	20 322
All Districts	S1	60 415	54 098	5 302	4 862	65 717	58 960
	S2	61 192	53 860	5 368	4 827	66 560	58 687
	S3	60 358	53 145	4 884	4 316	65 242	57 461
	S4	58 830	49 614	4 279	3 829	63 109	53 443
	S5	57 971	45 735	4 020	3 409	61 991	49 144
	S6	58 186	43 042	3 598	2 929	61 784	45 971
	S7	0	0	2 714	2 261	2 714	2 261
	All Grades	356 952	299 494	30 165	26 433	387 117	325 927

2022/23 school year

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	S1	1 771	1 614	369	335	2 140	1 949
	S2	1 765	1 496	329	298	2 094	1 794
	S3	1 752	1 349	311	279	2 063	1 628
	S4	1 736	1 315	289	262	2 025	1 577
	S5	1 712	1 279	283	258	1 995	1 537
	S6	1 661	1 171	249	235	1 910	1 406
	S7	0	0	207	186	207	186
	All Grades	10 397	8 224	2 037	1 853	12 434	10 077
Wan Chai	S1	2 152	1 764	215	179	2 367	1 943
	S2	2 169	1 645	160	134	2 329	1 779
	S3	2 202	1 608	130	113	2 332	1 721
	S4	2 317	1 656	125	104	2 442	1 760
	S5	2 328	1 422	125	103	2 453	1 525
	S6	2 328	1 494	125	99	2 453	1 593
	S7	0	0	125	110	125	110
	All Grades	13 496	9 589	1 005	842	14 501	10 431
Eastern	S1	3 662	3 039	565	465	4 227	3 504
	S2	3 629	2 920	571	454	4 200	3 374
	S3	3 827	3 115	540	409	4 367	3 524
	S4	3 761	3 070	418	304	4 179	3 374
	S5	3 747	2 738	481	341	4 228	3 079
	S6	3 651	2 539	474	270	4 125	2 809
	S7	0	0	263	173	263	173
	All Grades	22 277	17 421	3 312	2 416	25 589	19 837
Southern	S1	1 749	1 389	1 408	1 327	3 157	2 716
	S2	1 815	1 365	1 360	1 269	3 175	2 634
	S3	1 815	1 339	1 301	1 225	3 116	2 564
	S4	1 881	1 347	1 237	1 124	3 118	2 471
	S5	1 774	1 154	1 083	999	2 857	2 153
	S6	1 806	1 155	923	849	2 729	2 004
	S7	0	0	871	766	871	766
	All Grades	10 840	7 749	8 183	7 559	19 023	15 308
Sham Shui Po	S1	3 501	3 233	378	323	3 879	3 556
	S2	3 525	3 194	380	332	3 905	3 526
	S3	3 525	3 097	354	302	3 879	3 399
	S4	3 538	3 145	300	241	3 838	3 386
	S5	3 411	2 789	254	192	3 665	2 981
	S6	3 382	2 620	194	160	3 576	2 780
	S7	0	0	112	87	112	87
	All Grades	20 882	18 078	1 972	1 637	22 854	19 715

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	S1	2 369	2 078	15	1	2 384	2 079
	S2	2 336	2 049	15	4	2 351	2 053
	S3	2 369	1 964	0	0	2 369	1 964
	S4	2 531	2 100	20	16	2 551	2 116
	S5	2 512	1 936	23	10	2 535	1 946
	S6	2 513	1 862	58	39	2 571	1 901
	S7	0	0	0	0	0	0
	All Grades	14 630	11 989	131	70	14 761	12 059
Kowloon City	S1	5 099	4 549	770	696	5 869	5 245
	S2	5 171	4 358	795	685	5 966	5 043
	S3	5 116	4 207	747	682	5 863	4 889
	S4	5 236	4 197	747	652	5 983	4 849
	S5	5 168	3 936	707	591	5 875	4 527
	S6	5 148	3 660	549	479	5 697	4 139
	S7	0	0	349	323	349	323
	All Grades	30 938	24 907	4 664	4 108	35 602	29 015
Wong Tai Sin	S1	2 922	2 484	140	115	3 062	2 599
	S2	2 955	2 562	140	106	3 095	2 668
	S3	3 021	2 584	140	120	3 161	2 704
	S4	2 889	2 527	105	63	2 994	2 590
	S5	2 936	2 422	105	76	3 041	2 498
	S6	2 872	2 193	105	63	2 977	2 256
	S7	0	0	0	0	0	0
	All Grades	17 595	14 772	735	543	18 330	15 315
Kwun Tong	S1	4 672	4 099	272	267	4 944	4 366
	S2	4 705	4 150	238	221	4 943	4 371
	S3	4 806	4 211	196	171	5 002	4 382
	S4	4 705	4 119	168	141	4 873	4 260
	S5	4 540	3 771	168	145	4 708	3 916
	S6	4 540	3 608	136	104	4 676	3 712
	S7	0	0	104	87	104	87
	All Grades	27 968	23 958	1 282	1 136	29 250	25 094
Tsuen Wan	S1	1 674	1 468	25	9	1 699	1 477
	S2	1 707	1 520	25	7	1 732	1 527
	S3	1 707	1 487	25	8	1 732	1 495
	S4	1 707	1 514	25	5	1 732	1 519
	S5	1 660	1 349	25	4	1 685	1 353
	S6	1 660	1 348	25	3	1 685	1 351
	S7	0	0	25	3	25	3
	All Grades	10 115	8 686	175	39	10 290	8 725

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	S1	4 303	3 748	130	132	4 433	3 880
	S2	4 402	3 729	130	133	4 532	3 862
	S3	4 402	3 760	125	119	4 527	3 879
	S4	4 402	3 683	130	123	4 532	3 806
	S5	4 172	3 285	130	119	4 302	3 404
	S6	4 076	2 940	100	111	4 176	3 051
	S7	0	0	100	94	100	94
	All Grades	25 757	21 145	845	831	26 602	21 976
Yuen Long	S1	5 298	4 914	0	0	5 298	4 914
	S2	5 469	4 919	0	0	5 469	4 919
	S3	5 835	5 090	0	0	5 835	5 090
	S4	5 423	4 662	0	0	5 423	4 662
	S5	5 182	4 202	0	0	5 182	4 202
	S6	5 182	3 903	0	0	5 182	3 903
	S7	0	0	0	0	0	0
	All Grades	32 389	27 690	0	0	32 389	27 690
North	S1	3 401	3 103	88	84	3 489	3 187
	S2	3 333	3 001	76	73	3 409	3 074
	S3	3 333	3 014	80	79	3 413	3 093
	S4	3 333	2 968	60	60	3 393	3 028
	S5	3 175	2 708	36	36	3 211	2 744
	S6	2 614	2 171	36	35	2 650	2 206
	S7	0	0	54	42	54	42
	All Grades	19 189	16 965	430	409	19 619	17 374
Tai Po	S1	2 525	2 289	233	209	2 758	2 498
	S2	2 624	2 274	233	181	2 857	2 455
	S3	2 756	2 346	208	148	2 964	2 494
	S4	2 726	2 246	102	87	2 828	2 333
	S5	2 524	2 032	73	51	2 597	2 083
	S6	2 428	1 879	49	16	2 477	1 895
	S7	0	0	24	15	24	15
	All Grades	15 583	13 066	922	707	16 505	13 773
Sha Tin	S1	5 724	5 221	472	457	6 196	5 678
	S2	6 090	5 251	456	461	6 546	5 712
	S3	6 186	5 207	450	438	6 636	5 645
	S4	5 917	4 891	434	425	6 351	5 316
	S5	5 738	4 492	434	411	6 172	4 903
	S6	5 738	4 254	418	353	6 156	4 607
	S7	0	0	418	356	418	356
	All Grades	35 393	29 316	3 082	2 901	38 475	32 217

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	S1	3 502	2 761	128	88	3 630	2 849
	S2	3 577	2 864	128	102	3 705	2 966
	S3	3 526	2 880	128	95	3 654	2 975
	S4	3 513	2 880	103	75	3 616	2 955
	S5	3 433	2 581	63	44	3 496	2 625
	S6	3 372	2 371	63	45	3 435	2 416
	S7	0	0	48	24	48	24
	All Grades	20 923	16 337	661	473	21 584	16 810
Islands	S1	985	861	195	182	1 180	1 043
	S2	985	871	195	161	1 180	1 032
	S3	985	818	215	178	1 200	996
	S4	1 055	796	180	145	1 235	941
	S5	1 004	684	180	147	1 184	831
	S6	1 028	716	180	126	1 208	842
	S7	0	0	170	97	170	97
	All Grades	6 042	4 746	1 315	1 036	7 357	5 782
Kwai Tsing	S1	3 894	3 405	0	0	3 894	3 405
	S2	3 960	3 495	0	0	3 960	3 495
	S3	3 960	3 521	0	0	3 960	3 521
	S4	3 927	3 427	0	0	3 927	3 427
	S5	3 808	3 110	0	0	3 808	3 110
	S6	3 776	3 006	0	0	3 776	3 006
	S7	0	0	0	0	0	0
	All Grades	23 325	19 964	0	0	23 325	19 964
All Districts	S1	59 203	52 019	5 403	4 869	64 606	56 888
	S2	60 217	51 663	5 231	4 621	65 448	56 284
	S3	61 123	51 597	4 950	4 366	66 073	55 963
	S4	60 597	50 543	4 443	3 827	65 040	54 370
	S5	58 824	45 890	4 170	3 527	62 994	49 417
	S6	57 775	42 890	3 684	2 987	61 459	45 877
	S7	0	0	2 870	2 363	2 870	2 363
	All Grades	357 739	294 602	30 751	26 560	388 490	321 162

2023/24 school year

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	S1	1 771	1 697	381	347	2 152	2 044
	S2	1 771	1 535	369	328	2 140	1 863
	S3	1 759	1 436	323	283	2 082	1 719
	S4	1 736	1 303	277	266	2 013	1 569
	S5	1 736	1 230	283	254	2 019	1 484
	S6	1 694	1 205	249	237	1 943	1 442
	S7	0	0	237	226	237	226
	All Grades	10 467	8 406	2 119	1 941	12 586	10 347
Wan Chai	S1	2 086	1 765	216	200	2 302	1 965
	S2	2 152	1 687	213	181	2 365	1 868
	S3	2 169	1 638	139	134	2 308	1 772
	S4	2 284	1 579	104	101	2 388	1 680
	S5	2 317	1 487	153	128	2 470	1 615
	S6	2 287	1 357	125	98	2 412	1 455
	S7	0	0	125	97	125	97
	All Grades	13 295	9 513	1 075	939	14 370	10 452
Eastern	S1	3 530	3 122	593	500	4 123	3 622
	S2	3 621	3 018	572	482	4 193	3 500
	S3	3 629	2 939	541	463	4 170	3 402
	S4	3 827	3 076	385	260	4 212	3 336
	S5	3 761	2 917	504	389	4 265	3 306
	S6	3 706	2 577	441	315	4 147	2 892
	S7	0	0	219	153	219	153
	All Grades	22 074	17 649	3 255	2 562	25 329	20 211
Southern	S1	1 815	1 500	1 538	1 414	3 353	2 914
	S2	1 749	1 338	1 449	1 320	3 198	2 658
	S3	1 815	1 320	1 302	1 231	3 117	2 551
	S4	1 815	1 290	1 230	1 154	3 045	2 444
	S5	1 881	1 247	1 136	1 085	3 017	2 332
	S6	1 774	1 064	976	936	2 750	2 000
	S7	0	0	844	756	844	756
	All Grades	10 849	7 759	8 475	7 896	19 324	15 655
Sham Shui Po	S1	3 509	3 355	400	344	3 909	3 699
	S2	3 523	3 229	385	321	3 908	3 550
	S3	3 533	3 171	328	286	3 861	3 457
	S4	3 365	2 950	331	275	3 696	3 225
	S5	3 478	2 965	257	205	3 735	3 170
	S6	3 325	2 646	230	168	3 555	2 814
	S7	0	0	120	87	120	87
	All Grades	20 733	18 316	2 051	1 686	22 784	20 002

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	S1	2 333	2 224	28	5	2 361	2 229
	S2	2 366	2 110	10	3	2 376	2 113
	S3	2 333	2 011	10	1	2 343	2 012
	S4	2 564	2 142	62	41	2 626	2 183
	S5	2 531	1 966	97	84	2 628	2 050
	S6	2 526	1 832	250	235	2 776	2 067
	S7	0	0	5	2	5	2
	All Grades	14 653	12 285	462	371	15 115	12 656
Kowloon City	S1	5 125	4 864	794	785	5 919	5 649
	S2	5 099	4 505	795	763	5 894	5 268
	S3	5 172	4 318	746	685	5 918	5 003
	S4	5 236	4 223	747	680	5 983	4 903
	S5	5 220	3 938	727	642	5 947	4 580
	S6	5 137	3 679	632	512	5 769	4 191
	S7	0	0	374	347	374	347
	All Grades	30 989	25 527	4 815	4 414	35 804	29 941
Wong Tai Sin	S1	2 889	2 675	140	116	3 029	2 791
	S2	2 922	2 456	140	117	3 062	2 573
	S3	2 955	2 542	105	102	3 060	2 644
	S4	2 922	2 433	140	112	3 062	2 545
	S5	2 889	2 378	105	46	2 994	2 424
	S6	2 936	2 279	105	69	3 041	2 348
	S7	0	0	0	0	0	0
	All Grades	17 513	14 763	735	562	18 248	15 325
Kwun Tong	S1	4 672	4 221	329	278	5 001	4 499
	S2	4 672	4 163	321	274	4 993	4 437
	S3	4 704	4 175	314	234	5 018	4 409
	S4	4 807	4 182	244	195	5 051	4 377
	S5	4 675	3 921	260	147	4 935	4 068
	S6	4 540	3 575	194	140	4 734	3 715
	S7	0	0	188	111	188	111
	All Grades	28 070	24 237	1 850	1 379	29 920	25 616
Tsuen Wan	S1	1 674	1 599	25	9	1 699	1 608
	S2	1 674	1 496	25	8	1 699	1 504
	S3	1 707	1 519	25	8	1 732	1 527
	S4	1 707	1 493	25	10	1 732	1 503
	S5	1 707	1 418	25	8	1 732	1 426
	S6	1 660	1 278	25	6	1 685	1 284
	S7	0	0	25	2	25	2
	All Grades	10 129	8 803	175	51	10 304	8 854

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	S1	4 402	4 114	130	130	4 532	4 244
	S2	4 303	3 735	130	136	4 433	3 871
	S3	4 402	3 725	125	134	4 527	3 859
	S4	4 402	3 680	120	126	4 522	3 806
	S5	4 402	3 464	120	121	4 522	3 585
	S6	4 172	3 055	120	120	4 292	3 175
	S7	0	0	100	102	100	102
	All Grades	26 083	21 773	845	869	26 928	22 642
Yuen Long	S1	5 311	5 099	0	0	5 311	5 099
	S2	5 258	4 875	0	0	5 258	4 875
	S3	5 449	4 892	0	0	5 449	4 892
	S4	5 785	4 963	0	0	5 785	4 963
	S5	5 383	4 412	0	0	5 383	4 412
	S6	5 137	3 985	0	0	5 137	3 985
	S7	0	0	0	0	0	0
	All Grades	32 323	28 226	0	0	32 323	28 226
North	S1	3 333	3 252	76	75	3 409	3 327
	S2	3 401	3 258	80	80	3 481	3 338
	S3	3 333	3 160	68	67	3 401	3 227
	S4	3 333	2 970	72	72	3 405	3 042
	S5	3 333	2 856	54	52	3 387	2 908
	S6	3 175	2 544	28	27	3 203	2 571
	S7	0	0	30	30	30	30
	All Grades	19 908	18 040	408	403	20 316	18 443
Tai Po	S1	2 540	2 428	267	237	2 807	2 665
	S2	2 525	2 305	233	208	2 758	2 513
	S3	2 624	2 268	208	180	2 832	2 448
	S4	2 726	2 296	184	124	2 910	2 420
	S5	2 726	2 123	102	88	2 828	2 211
	S6	2 524	1 876	65	44	2 589	1 920
	S7	0	0	14	7	14	7
	All Grades	15 665	13 296	1 073	888	16 738	14 184
Sha Tin	S1	5 742	5 556	480	458	6 222	6 014
	S2	5 709	5 136	464	461	6 173	5 597
	S3	6 060	5 163	450	442	6 510	5 605
	S4	6 176	5 011	442	434	6 618	5 445
	S5	6 039	4 801	448	435	6 487	5 236
	S6	5 730	4 182	434	396	6 164	4 578
	S7	0	0	414	351	414	351
	All Grades	35 456	29 849	3 132	2 977	38 588	32 826

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools (including international and private independent schools)		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	S1	3 531	3 054	128	94	3 659	3 148
	S2	3 452	2 732	128	106	3 580	2 838
	S3	3 535	2 836	128	112	3 663	2 948
	S4	3 514	2 856	128	89	3 642	2 945
	S5	3 469	2 693	78	41	3 547	2 734
	S6	3 420	2 418	78	43	3 498	2 461
	S7	0	0	48	32	48	32
	All Grades	20 921	16 589	716	517	21 637	17 106
Islands	S1	1 051	947	198	194	1 249	1 141
	S2	985	880	195	166	1 180	1 046
	S3	985	850	230	151	1 215	1 001
	S4	985	781	224	154	1 209	935
	S5	997	769	189	130	1 186	899
	S6	967	648	195	128	1 162	776
	S7	0	0	160	111	160	111
	All Grades	5 970	4 875	1 391	1 034	7 361	5 909
Kwai Tsing	S1	3 960	3 589	0	0	3 960	3 589
	S2	3 894	3 431	0	0	3 894	3 431
	S3	3 960	3 445	0	0	3 960	3 445
	S4	3 960	3 426	0	0	3 960	3 426
	S5	3 927	3 253	0	0	3 927	3 253
	S6	3 808	2 935	0	0	3 808	2 935
	S7	0	0	0	0	0	0
	All Grades	23 509	20 079	0	0	23 509	20 079
All Districts	S1	59 274	55 061	5 723	5 186	64 997	60 247
	S2	59 076	51 889	5 509	4 954	64 585	56 843
	S3	60 124	51 408	5 042	4 513	65 166	55 921
	S4	61 144	50 654	4 715	4 093	65 859	54 747
	S5	60 471	47 838	4 538	3 855	65 009	51 693
	S6	58 518	43 135	4 147	3 474	62 665	46 609
	S7	0	0	2 903	2 414	2 903	2 414
	All Grades	358 607	299 985	32 577	28 489	391 184	328 474

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. Some of the non-public sector schools offer non-local formal curriculum courses.
- (3) Figures on places refer to the planned number of school places offered by the schools concerned.
- (4) School districts are delineated by the District Council districts of the school premises. The districts for schools with decanting premises are based on the District Council districts of the original premises.

**Projected mid-year school-age population aged 12 residing in Hong Kong
by district from 2024 to 2029**

District	2024	2025	2026	2027	2028	2029
Central & Western	2 300	1 800	1 700	1 900	1 500	1 500
Wan Chai	1 300	1 000	900	1 000	900	800
Eastern	4 200	3 500	3 200	3 200	2 800	2 700
Southern	2 300	2 100	1 800	1 700	1 600	1 600
Sham Shui Po	4 300	3 700	3 400	3 500	3 300	3 400
Yau Tsim Mong	3 000	2 100	2 000	2 100	1 800	1 800
Kowloon City	4 300	3 600	3 500	3 500	3 400	3 300
Wong Tai Sin	3 000	2 700	2 400	2 400	2 500	2 400
Kwun Tong	6 000	5 200	4 700	4 500	4 600	4 700
Tsuen Wan	2 900	2 600	2 500	2 400	2 300	2 400
Tuen Mun	4 700	4 200	3 900	4 100	4 200	4 300
Yuen Long	6 100	5 600	4 600	5 100	5 000	5 300
North	2 900	2 600	2 400	2 800	3 200	3 200
Tai Po	3 000	2 600	2 600	2 600	2 900	2 800
Sha Tin	7 200	6 200	5 200	5 400	5 000	4 800
Sai Kung	4 700	3 800	3 700	3 700	3 700	3 900
Islands	2 100	2 000	1 900	1 900	1 900	2 000
Kwai Tsing	4 200	3 600	3 300	3 200	3 400	3 200
All Districts	68 300	58 800	53 700	55 000	53 900	54 300

Notes:

- (1) The projections of school-age population residing in Hong Kong are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) School-age population aged 12 is considered appropriate for receiving secondary education (i.e. S1).
- (3) Figures refer to the projected number of local persons (i.e. Hong Kong usual residents) aged 12 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Persons under or over the age of 12 may also enrol for S1.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB042

(Question Serial No. 1544)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

Regarding duty visits outside Hong Kong made by the Secretary for Education, Under Secretary for Education, Political Assistant to Secretary for Education and Permanent Secretary for Education in their official capacities, will the Government advise this Committee of the dates and purposes of visits, entourage size, related expenditures and details in the 2 financial years in 2022-23 and 2023-24, as well as the estimates in this regard for the 2024-25 financial year?

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

Reply:

Information about duty visits outside Hong Kong made by the Secretary for Education (SED), Under Secretary for Education, Political Assistant to SED as well as Permanent Secretary for Education (PS(Ed)) in the 2022-23 and 2023-24 financial years is at the Annex. Duty visit plan for the 2024-25 financial year is yet to be confirmed. The estimated expenditure is about \$1.1 million.

(1) Duty visits outside Hong Kong made by Secretary for Education (SED)**2022-23 Financial year**

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
8 to 10 March 2023	Dongguan, Guangzhou and Shenzhen	To lead an education delegation to inspect arrangements for Mainland study tours of the senior secondary subject of Citizenship and Social Development (CS) (hereafter refers to as "CS Mainland study tour"), and to visit schools for Hong Kong children	2	30,284
15 to 17 March 2023	Shenzhen and Beijing	To accompany the Chief Executive in visiting the Ministry of Education, to visit various education units in Beijing, and to attend opening ceremonies of Guangdong-Hong Kong-Macao Greater Bay Area (GBA) Vocational Education Park and Vocational and Professional Education Services (Shenzhen) Company Limited	2	39,230

2023-24 Financial year (as at 15 March 2024)

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
3 April 2023	Guangzhou	To attend the kick-off ceremony of the first CS Mainland study tour, and to visit South China Normal University	1	5,100
10 to 13 April 2023	Zhejiang and Shanghai	To meet with education officials of Zhejiang and Shanghai, and to visit various local education units	1	21,442
23 to 28 April 2023	Chongqing and Chengdu	To attend the 28 th Gala for Gardeners of the Chinese Nation organised by the Ministry of Education, and to visit various local education units	1	39,469
7 to 13 May 2023	United Kingdom	To attend the Education World Forum, and to visit various local education units	1	288,522
14 to 16 May 2023	Beijing	To visit Hong Kong and Macao Affairs Office of the State Council, and to attend the Joint Opening Ceremony of the Leadership Enhancement Programme for Primary and Secondary School Principals and the Mainland Study Tour for Newly-joined Teachers	2	39,727
21 to 22 July 2023	Guangzhou	To attend the Strategy Consultation Conference on Building a Leading Country in Education (Guangdong-Hong Kong-Macao GBA), and to visit a local activity base for students' comprehensive practice	1	10,850
28 to 29 August 2023	Shenzhen and Guangzhou	To attend the CS Mainland study tour thanksgiving session and launch ceremony of the new school year, and to visit various local education units	2	20,333

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
13 to 14 September 2023	Dongguan	To visit City University of Hong Kong (Dongguan), and to visit Tsinglan School in Dongguan with a delegation from the education sector	1	10,262
20 to 27 September 2023	Wuhan, Changsha and Beijing	To meet with education officials of Hubei Province, to lead the National Day and Professional Exchange Delegation from Hong Kong Education Sector to visit Changsha and Beijing, and to visit various local education units	2	72,323
7 to 11 October 2023	Xi'an	To attend the University Alliance of the Silk Road Presidents' Forum and a conference to promote co-operation between higher education institutions of Hong Kong and Central Asia, and to visit various local education units	1	45,202
3 to 6 November 2023	Nanjing and Shanghai	To attend the closing ceremony of the first Nanjing Normal University Mainland Study Tour for Newly-joined Teachers, and to sign the Memorandum of Understanding on Education Co-operation between Shanghai Municipal Education Commission and Education Bureau of HKSAR Government	1	40,000
8 November 2023	Shenzhen	To meet with Mainland education experts to explore recommendations on ways to take forward the new education-related initiatives set out in the 2023 Policy Address	1	4,500
16 to 18 November 2023	Guizhou	To lead the first CS Mainland study tour outside Guangdong Province, and to meet with education officials of Guizhou Province	2	26,053
5 to 8 December 2023	Japan	To attend the launch symposium on the latest results of the Programme for International Student Assessment (PISA) by the Organisation for Economic Co-operation and Development in Asia, and to discuss the way forward for education with representatives of the education sector from other regions	1	51,612
9 to 11 January 2024	Shenzhen and Guangzhou	To attend the plaque-unveiling ceremony of the teacher training and exchange base at South China Normal University, to participate in the CS Mainland study tour together with non-Chinese speaking students from Hong Kong, and to visit Sun Yat-sen University	2	47,308
21 to 28 January 2024	United Kingdom and Finland	To participate in British Educational Training and Technology Show, and chat with the Hong Kong teachers and students participating in the exhibition, and to attend the Educa education exhibition in Finland	1	291,850
3 to 9 March 2024	Australia	To participate in the Asia-Pacific Association for International Education 2024 Conference and Exhibition	1	238,501

(2) Duty visits outside Hong Kong made by Under Secretary for Education

2022-23 Financial year

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
20 to 22 March 2023	Italy	To attend the 55 th PISA Governing Board meeting	-	53,259

2023-24 Financial year (as at 15 March 2024)

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
19 April 2023	Guangzhou	To attend the Guangdong-Hong Kong Sister School Contract Signing Ceremony	-	1,883
18 May 2023	Shenzhen	To attend exchange activity under the Sister School Scheme, and to participate in the CS Mainland study tour together with Yuen Long Merchants Association Secondary School	-	694
24 to 26 June 2023	Shantou and Guangzhou	To attend TWGHs Wong See Sum Primary School Student Cultural Exchange Tour to Chaoshan Region and the opening ceremony of National Education Programme for School Heads and Deputy Heads jointly organised by TWGHs and Jinan University	-	10,448
3 to 6 July 2023	Hangzhou and Shanghai	To attend the opening ceremony of the Mainland Study Tour for Newly-joined Teachers, and to conduct liaison meeting on the detailed arrangements of the future CS Mainland study tours	-	13,569
9 August 2023	Shenzhen	To attend the 4 th Youth Dance Competition Series in Longgang District, Shenzhen	-	1,082
23 to 27 October 2023	Dubai	To attend the 56 th PISA Governing Board meeting	-	62,667
21 November 2023	Beijing	To participate in the national studies programme for politically appointed officials	-	20,118
12 December 2023	Shenzhen	To attend the Guangdong-Hong Kong-Macao Sister School Contract Signing Ceremony 2023/24	-	58
20 January 2024	Shenzhen	To attend the opening ceremony of the GBA Education Innovation Forum cum Launching Ceremony of the Alliance of Doctors of Education	-	4,900
29 to 31 January 2024	Shanghai	To attend the 2024 World Digital Education Conference, to visit relevant universities and professional organisations to discuss potential collaboration in promoting Mathematics, Science and STEAM education of Shanghai and Hong Kong, and to conduct liaison meeting on the detailed arrangements of the future interflow tours	-	14,409

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
3 March 2024	Macao	To attend and officiate at the Guangdong-Hong Kong-Macao GBA School Sports Competitions - Table Tennis Team Competition cum Conference	-	6,000

(3) Duty visits outside Hong Kong made by Political Assistant to SED

2023-24 Financial year (as at 15 March 2024)

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred \$
26 April 2023	Shenzhen	To participate in the CS Mainland study tour together with HHCKLA Buddhist Ching Kok Secondary School	-	340

(4) Duty visits outside Hong Kong made by Permanent Secretary for Education

2022-23 Financial year

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from EDB	Total expenditure incurred \$
9 to 10 March 2023	Guangzhou and Shenzhen	To accompany SED and the education delegation to inspect arrangements for CS Mainland study tours	-	4,563

2023-24 Financial year (as at 15 March 2024)

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from EDB	Total expenditure incurred \$
11 April 2023	Guangzhou	To lead the first Mainland Study Tour for Newly-joined Teachers	-	510
28 August 2023	Guangzhou	To attend the CS Mainland study tour thanksgiving session and launch ceremony of the new school year	-	818
8 to 10 November 2023	Guangzhou and Shenzhen	To visit vocational institutions, and to meet with education officials of Guangdong Province to explore the initiative of mutual recognition of sub-degree level qualifications	-	14,154

- End -

CONTROLLING OFFICER'S REPLY

EDB043

(Question Serial No. 1547)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Will the Government advise this Committee of the following –

1. the average waiting time for educational psychology service for students in the past 3 years;
2. the number of educational psychologists responsible for the School-based Educational Psychology Service (SBEPS) in the past 3 years;
3. the average waiting time for speech therapy service for students in the past 3 years;
4. the number of speech therapists responsible for the School-based Speech Therapy Service (SBSTS) in the past 3 years; and
5. whether the Government will consider allocating resources to optimise the arrangements for the Enhanced SBEPS and the Enhanced SBSTS, given views that it has been difficult to recruit relevant professionals for both services and that the resources are shared between schools admitting more students in need of these services and other schools; if yes, of the details; if no, of the reasons?

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

Reply:

(1) and (2)

School-based Educational Psychology Service (SBEPS) in public sector ordinary primary and secondary schools is provided by educational psychologists (EPs) of the Education Bureau (EDB) and school sponsoring bodies. In the 2020/21 to 2022/23 school years, the respective EP establishment for SBEPS was 161, 181, and 186 posts. An average of about 80% of the cases referred to school-based EPs in public sector ordinary primary and secondary

schools were assessed within 2 months, while about 10% were assessed within 2 to 3 months. Some cases involved a longer waiting time for assessment due to special circumstances, such as parents requesting deferral of assessment or assessments being held up due to the students' medical treatment. In fact, EDB has all along encouraged schools to adopt the "intervention before assessment" principle to provide appropriate support for students displaying learning or emotional-behavioural difficulties without having to wait for the EPs to complete the assessment or issue the assessment report.

(3) and (4)

Starting from the 2019/20 school year, EDB has created school-based speech therapist (SBST) posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service (Enhanced SBSTS). The respective number of SBST posts in the 2020/21 to 2022/23 school years were 200, 283 and 348. As SBSTs are part of the school support team providing school-based professional support services, schools can refer students in need to SBSTs immediately for follow-up according to the students' conditions. Hence, there is generally no need to wait for the service.

(5)

Starting from the 2016/17 school year, EDB has been progressively providing the Enhanced SBEPS to public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs by gradually increasing the EP-to-school ratio to 1:4, with a view to assisting schools in providing a more comprehensive and regular intervention service for students in need, while also strengthening the preventive and development work. In the 2023/24 school year, the Enhanced SBEPS was provided to 448 schools. EDB will continue to implement the Enhanced SBEPS to meet the needs of more schools.

Regarding the Enhanced SBSTS, which was implemented starting from the 2019/20 school year and fully implemented in the 2023/24 school year, a total of 412 SBST posts were created. EDB has formed school clusters creating SBST posts for schools according to factors such as the number of approved classes, the number of students with speech and language impairment (SLI) and the severity of SLI, and schools' preference. EDB has been reviewing the implementation of SBSTS at schools and maintaining close communication with schools to understand their service needs and provide schools with appropriate support.

- End -

CONTROLLING OFFICER'S REPLY

EDB044

(Question Serial No. 1548)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. Please set out the vacant school premises (VSP) under the purview of the Education Bureau (EDB) as at end-February 2024, by district, former school name, address, school year in which the school ceased operation and site area of school premises.
2. Regarding VSP left idle for a prolonged period, will EDB consider allocating these VSP for temporary uses, so as to optimise the use of public resources; if yes, what are the details; if no, what are the reasons?
3. What were EDB's expenditures on the management of VSP in each of the past 3 years?

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

Reply:

(1) and (2)

The Education Bureau (EDB) has all along upheld the principle of optimising the use of public resources. Under the established Central Clearing House (CCH) mechanism for vacant school premises (VSP) sites, EDB will review whether the vacant or to-be-vacant school premises are suitable to be retained for school use, having regard to factors such as the size, location and physical conditions of the premises, as well as the educational needs and relevant policy measures. Upon confirming that such premises are not required to be retained for school use, EDB will, in accordance with the mechanism, release the relevant sites for the Planning Department (PlanD)'s consideration of suitable long-term alternative uses. EDB also circulates a list of VSP that are retained for school use but the relevant works are yet to commence to all bureaux/departments on a regular basis, with a view to identifying short-term use pending the deployment of such premises so that the land resources can be gainfully used.

As at end-February 2024, all VSP pending re-allocation under EDB's purview were either on loan to bureaux/departments for short-term uses, including storage of anti-epidemic materials or training venues, or released under the CCH mechanism. PlanD updates a list of VSP sites reviewed regularly. For details, please refer to PlanD's webpage: https://www.pland.gov.hk/pland_en/resources/info_serv/vsp/vsp_list.html#1.

(3)

In the past 3 years (i.e. 2020-21, 2021-22 and 2022-23), EDB's expenditures on the management of VSP were \$1.055 million, \$1.072 million and \$0.492 million respectively, which mainly covered costs of security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. Given that all VSP pending re-allocation under EDB's purview were gradually on loan to bureaux/departments for short-term uses during 2022-23, the relevant expenditure was drastically reduced.

- End -

CONTROLLING OFFICER'S REPLY**EDB045****(Question Serial No. 1576)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the education of non-Chinese speaking (NCS) students studying the local curriculum, will the Government advise this Committee of the following:

1. Please tabulate the respective numbers of NCS students studying in kindergartens, primary and secondary schools in the past 3 years;
2. Have any statistics been compiled on the percentage of NCS students studying the local curriculum who pursue post-secondary programmes? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 37)Reply:

1. The numbers of non-Chinese speaking (NCS) students studying in kindergartens, public sector primary and secondary schools, and Direct Subsidy Scheme (DSS) primary and secondary schools offering the local curriculum from the 2020/21 to 2022/23 school years are tabulated as follows:

Grade level	No. of NCS students		
	2020/21 school year	2021/22 school year	2022/23 school year
Kindergarten K1 to K3	12 695	12 612	11 780
Primary 1 to Primary 6	10 262	10 200	10 248
Secondary 1 to Secondary 6	9 925	10 060	10 078

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Figures for kindergartens include K1, K2 and K3 classes of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
- (3) Figures for primary and secondary schools include public sector and DSS primary and secondary schools offering the local curriculum, but exclude special schools.
- (4) Figures include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.

2. In recent years, more than 30% of the NCS school candidates entering for the Hong Kong Diploma of Secondary Education Examination met the general entrance requirements of University Grants Committee (UGC)-funded undergraduate programmes.

The relevant figures for local NCS students enrolled in UGC-funded sub-degree and First-Year-First-Degree (FYFD) programmes via the Joint University Programmes Admissions System (JUPAS) from the 2020/21 to 2022/23 academic years are tabulated as follows:

Programme	Actual enrolment of local NCS students (via JUPAS)		
	2020/21 academic year	2021/22 academic year	2022/23 academic year
UGC-funded sub-degree programmes	11	10	9
UGC-funded FYFD programmes	110	108	149
Total	121	118	158

Notes:

- (1) For the UGC-funded sector, NCS students are defined as students whose spoken language at home is not Chinese. Only local students are included in the count.
- (2) The Education Bureau does not maintain statistics on local NCS student enrolled in self-financing post-secondary programmes.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3060)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), will the Government provide the following information –

- (1) the numbers of subsidised places and actual intakes of various programmes under SSSDP in the past 2 academic years, and the estimated numbers of subsidised places of these programmes for the 2024/25 academic year; and
- (2) whether the Government has regularly reviewed the coverage of the programmes, and, in light of the actual intakes, proposed any improvements for programmes with consistently unsatisfactory enrolment?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 39)

Reply:

- (1) Information on the designated programmes, numbers of subsidised places and actual intakes (if applicable) under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the past 2 academic years and the 2024/25 academic year is set out at **Annex 1** (undergraduate programmes) and **Annex 2** (sub-degree programmes).
- (2) The Education Bureau (EDB), in consultation with policy bureaux on Hong Kong's social and economic development needs as well as the needs of various industries, makes adjustments as appropriate to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under SSSDP every year, with a view to nurturing talent in support of specific industries with keen demand for human resources. Apart from the number of places and intake of self-financing programmes, policy bureaux will take into account factors such as the programmes and number of places offered by participating institutions, manpower demand indicators of the industries concerned, views of the industries and stakeholders, and availability of similar publicly-funded programmes in making an overall assessment and introducing adjustments as appropriate.

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College (Note 1)	Bachelor of Science (Honours) in Architecture	60	8	44,240
	Bachelor of Science (Honours) in Computer Science	20	1	44,240
	Bachelor of Arts (Honours) in Communication and Crossmedia	20	6	44,240
Hong Kong Metropolitan University	Bachelor of Computing with Honours in Internet Technology	60	16	44,240
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	20	44,240
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	30	44,240
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	69	77,040
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	28	77,040
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	30	15	44,240
	Bachelor of Nursing with Honours in General Health Care	385	398	77,040
	Bachelor of Nursing with Honours in Mental Health Care	125	122	77,040
	Bachelor of Science with Honours in Physiotherapy	50	50	77,040
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	40	18	44,240
	Bachelor of Sports and Recreation Management with Honours	40	37	44,240
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 2 and Note 5)	50	22	77,040
	Bachelor of Science with Honours in Food Testing Science	55	37	77,040
	Bachelor of Science with Honours in Testing Science and Certification	55	16	77,040
	Bachelor of International Hospitality and Attractions Management with Honours	80	15	44,240
	Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	30	24
Saint Francis University (Note 3)	Bachelor of Science (Honours) in Artificial Intelligence	30	11	44,240
	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	44,240
	Bachelor of Nursing (Honours) (Note 5)	520 (Note 4)	519	77,040

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Science (Honours) in Physiotherapy	50	60	77,040
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	60	44	44,240
	Bachelor of Arts (Honours) in Art and Design	40	35	77,040
	Bachelor of Management Science and Information Management (Honours)	65	30	44,240
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	48	44,240
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	14	44,240
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	99	44,240
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	340	77,040
	Bachelor of Science (Honours) in Applied Gerontology (Note 5)	50	5	44,240
	Bachelor of Science (Honours) in Medical Laboratory Science	45	44	77,040
	Bachelor of Science (Honours) in Occupational Therapy	60	64	77,040
	Bachelor of Science (Honours) in Physiotherapy	50	55	77,040
	Bachelor of Science (Honours) in Radiation Therapy	20	20	77,040
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	25	7	44,240
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	25	3	44,240
	Bachelor of Engineering (Honours) in Civil Engineering	30	9	77,040
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 5)	25	8	44,240
	Bachelor of Science (Honours) in Surveying	25	11	44,240
	Bachelor of Arts (Honours) in Fashion Design	40	9	77,040
	Bachelor of Arts (Honours) in Product Design	25	8	77,040
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	12	44,240
	Bachelor of Arts (Honours) in Culinary Arts and Management	25	9	44,240
	Total	3 195	2 401	

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

Note 2 : The programme was renamed from Bachelor of Engineering with Honours in Testing and Certification to Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification in the 2022/23 academic year.

Note 3 : Caritas Institute of Higher Education was retitled Saint Francis University on 9 January 2024.

Note 4 : The number of intake was increased from 400 to 520 upon approval by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and Nursing Council of Hong Kong in the 1st quarter of 2022.

Note 5 : The programme was selected for the first round of EDB's Pilot Project on the Development of Applied Degree Programmes.

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

Institution	Programme	Entry year (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College (Note 1)	Bachelor of Science (Honours) in Architecture	Year 1	60	9	44,950
		Year 2	25	25	
		Year 3	20	1	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	Year 1	25	13	78,280
		Year 2	8	12	
		Year 3	10	12	
	Bachelor of Engineering with Honours in Civil Engineering (Note 2)	Year 1	40	38	78,280
		Year 2	8	9	
	Bachelor of Engineering with Honours in Civil and Environmental Engineering	Year 3	10	15	44,950
		Year 1	40	46	
	Bachelor of Science with Honours in Computer Science	Year 2	10	17	44,950
		Year 3	45	79	
		Year 1	25	33	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	Year 3	15	28	44,950
		Year 1	60	42	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	Year 2	22	28	44,950
		Year 3	13	22	
		Year 1	80	67	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	Year 2	25	30	78,280
		Year 3	5	0	
		Year 1	60	19	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	Year 2	27	10	78,280
		Year 3	15	9	
Year 1		30	19		
Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 3)	Year 2	2	1	44,950	
	Year 3	8	5		
Bachelor of Nursing with Honours in General Health Care	Year 1	385	383	78,280	
Bachelor of Nursing with Honours in Mental Health Care	Year 1	125	132	78,280	
Bachelor of Science with Honours in Medical Laboratory Science	Year 1	60	102	78,280	
Bachelor of Science with Honours in Physiotherapy	Year 1	50	57	78,280	

Institution	Programme	Entry year (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management (Note 4)	Year 1	40	18	44,950
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	Year 2	2	1	
		Year 3	15	12	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 5)	Year 1	40	46	44,950
	Bachelor of Sports and Recreation Management with Honours	Year 2	4	7	
		Year 3	90	128	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 6)	Year 1	50	51	78,280
		Year 2	5	0	
	Bachelor of Science with Honours in Analytical Testing Science (Note 7)	Year 1	30	16	78,280
	Bachelor of Science with Honours in Testing Science and Certification	Year 2	4	6	
		Year 3	20	5	
	Bachelor of Science with Honours in Food Testing Science	Year 1	55	22	78,280
		Year 2	5	12	
		Year 3	30	24	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 8)	Year 1	60	29	44,950
Bachelor of International Hospitality and Attractions Management with Honours	Year 2	2	0		
	Year 3	60	40		
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	Year 1	30	13	44,950
		Year 2	12	2	
		Year 3	7	2	
Saint Francis University (Note 9)	Bachelor of Arts (Honours) in Translation Technology	Year 1	10	1	44,950
		Year 2	5	2	
		Year 3	4	1	
	Bachelor of Science (Honours) in Artificial Intelligence	Year 1	20	10	44,950
		Year 2	10	4	
		Year 3	5	2	
	Bachelor of Science (Honours) in Digital Entertainment Technology	Year 1	20	10	44,950
		Year 2	5	0	
		Year 3	2	2	
	Bachelor of Nursing (Honours) (Note 6)	Year 1	640 (Note 10)	639	78,280
Bachelor of Science (Honours) in Physiotherapy	Year 1	60	65	78,280	

Institution	Programme	Entry year (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing (Note 11)	Year 1	60	33	44,950
		Year 3	30	19	
	Bachelor of Arts (Honours) in Art and Design	Year 1	40	32	78,280
		Year 2	5	5	
		Year 3	5	5	
	Bachelor of Management Science and Information Management (Honours)	Year 1	65	20	44,950
		Year 3	25	14	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	Year 1	70	41	44,950
		Year 3	30	21	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	Year 1	35	17	44,950
		Year 2	5	2	
		Year 3	10	3	
	Bachelor of Business Administration (Honours) in Supply Chain Management	Year 1	105	104	44,950
Year 3		60	54		
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	Year 1	400	399	78,280
		Year 3	130	134	
	Bachelor of Science (Honours) in Applied Gerontology (Note 6)	Year 1	50	14	44,950
		Year 3	50	20	
	Bachelor of Science (Honours) in Medical Laboratory Science	Year 1	45	44	78,280
	Bachelor of Science (Honours) in Occupational Therapy	Year 1	60	60	78,280
	Bachelor of Science (Honours) in Physiotherapy	Year 1	60	62	78,280
Bachelor of Science (Honours) in Radiation Therapy	Year 1	20	20	78,280	
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	Year 1	20	7	44,950
		Year 3	11	7	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	Year 1	20	4	44,950
		Year 3	23	12	
	Bachelor of Engineering (Honours) in Building Services Engineering	Year 1	25	0	78,280
		Year 3	100	133	
	Bachelor of Engineering (Honours) in Civil Engineering	Year 1	40	11	78,280
		Year 3	70	98	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 6)	Year 1	25	4	44,950
		Year 2	5	2	
		Year 3	22	13	
	Bachelor of Science (Honours) in Surveying	Year 1	40	5	44,950
		Year 3	30	12	
	Bachelor of Arts (Honours) in Fashion Design	Year 1	40	14	78,280
		Year 3	24	11	
Bachelor of Arts (Honours) in Product Design	Year 1	20	5	78,280	
	Year 3	15	9		
Bachelor of Social Sciences (Honours) in Sports and Recreation Management	Year 1	30	11	44,950	
	Year 3	90	107		

Institution	Programme	Entry year (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Arts (Honours) in Culinary Arts and Management	Year 1	20	7	44,950
		Year 3	15	12	
		Total	4 695	4 040	

Note : SSSDP was expanded to cover top-up degree (TUD) programmes from the 2023/24 academic year. Programmes with Year 2 entry / Year 3 entry are TUD programmes.

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

Note 2: The programme was renamed from Bachelor of Engineering with Honours in Civil and Environmental Engineering to Bachelor of Engineering with Honours in Civil Engineering in the 2023/24 academic year.

Note 3: The programme was renamed from Bachelor of Business Administration with Honours in Financial Technology and Innovation to Bachelor of Business Administration with Honours in Finance and Financial Technology in the 2023/24 academic year.

Note 4: The programme was renamed in Chinese only in the 2023/24 academic year.

Note 5: The programme was renamed from Bachelor of Sports and Recreation Management with Honours to Bachelor of Business Administration with Honours in Sports and Recreation Management in the 2023/24 academic year.

Note 6: The programme was selected for the first round of EDB's Pilot Project on the Development of Applied Degree Programmes.

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

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

Note 9: Caritas Institute of Higher Education was retitled Saint Francis University on 9 January 2024.

Note 10: The number of intake was increased from 520 to 640 upon approval by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and Nursing Council of Hong Kong in and before April 2023.

Note 11: The programme was renamed from Bachelor of Arts (Honours) in Applied and Human-Centred Computing - Year 3 Entry to Bachelor of Science (Honours) in Applied Computing - Year 3 Entry in the 2023/24 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2024/25 academic year)
Designated undergraduate programmes, number of subsidised places,
and annual subsidy amount**

Institution	Programme	Entry year (Note)	No. of actual intakes	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	Year 1	20	45,810
		Year 2	30	
		Year 3	15	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	Year 1	25	79,770
		Year 2	10	
		Year 3	20	
	Bachelor of Engineering with Honours in Civil Engineering	Year 1	40	79,770
		Year 2	10	
		Year 3	15	
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	Year 1	15	45,810
		Year 2	25	
		Year 3	25	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	Year 1	25	45,810
		Year 2	20	
		Year 3	60	
	Bachelor of Science with Honours in Computer Science	Year 1	35	45,810
		Year 2	30	
		Year 3	30	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	Year 1	50	45,810
		Year 2	30	
		Year 3	25	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	Year 1	45	45,810
		Year 2	15	
		Year 3	15	
Bachelor of Arts with Honours in New Music and Interactive Entertainment	Year 1	80	79,770	
	Year 2	25		
	Year 3	5		
Bachelor of Arts with Honours in Animation and Visual Effects	Year 1	35	79,770	
	Year 2	15		
	Year 3	15		
Bachelor of Business Administration with Honours in Finance and Financial Technology	Year 1	30	45,810	
	Year 2	2		
	Year 3	8		
Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	Year 1	400	79,770	
	Year 2	125		
	Year 3	60		
Bachelor of Business Administration with Honours in Financial Technology and Innovation	Year 1	400	79,770	
	Year 2	125		
	Year 3	60		
Bachelor of Nursing with Honours in General Health Care	Year 1	125	79,770	
	Year 2	125		
	Year 3	125		
Bachelor of Nursing with Honours in Mental Health Care	Year 1	125	79,770	
	Year 2	125		
	Year 3	125		
Bachelor of Science with Honours in Medical Laboratory Science	Year 1	60	79,770	
	Year 2	60		
	Year 3	60		

Institution	Programme	Entry year (Note)	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Science with Honours in Physiotherapy	Year 1	50	79,770
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	Year 1	30	45,810
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	Year 2	2	45,810
		Year 3	15	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3)	Year 1	40	45,810
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3 and Note 4)	Year 2	4	
	Bachelor of Sports and Recreation Management with Honours (Note 3)	Year 3	110	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 5)	Year 1	55	79,770
		Year 2	5	
		Year 3	10	
	Bachelor of Science with Honours in Analytical Testing Science	Year 1	30	79,770
	Bachelor of Science with Honours in Analytical Testing Science (Note 6)	Year 2	10	
	Bachelor of Science with Honours in Testing Science and Certification	Year 3	20	
	Bachelor of Science with Honours in Food Testing Science	Year 1	30	79,770
		Year 2	20	
		Year 3	30	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	Year 1	50	45,810
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 7)	Year 2	2	
	Bachelor of International Hospitality and Attractions Management with Honours	Year 3	60	
	Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	Year 1	30
Year 2			12	
Year 3			7	
Saint Francis University (Note 8)	Bachelor of Arts (Honours) in Translation Technology	Year 1	10	45,810
		Year 2	5	
		Year 3	5	
	Bachelor of Science (Honours) in Artificial Intelligence	Year 1	20	45,810
		Year 2	5	
		Year 3	5	
	Bachelor of Science (Honours) in Digital Entertainment Technology	Year 1	20	45,810
		Year 2	5	
		Year 3	5	
	Bachelor of Nursing (Honours) (Note 5)	Year 1	640	79,770
Bachelor of Science (Honours) in Physiotherapy	Year 1	60	79,770	

Institution	Programme	Entry year (Note)	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (Note 3)	Year 1	15	45,810
		Year 2	4	
		Year 3	5	
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	Year 1	60	45,810
		Year 3	30	
	Bachelor of Arts (Honours) in Art and Design	Year 1	40	79,770
		Year 2	5	
		Year 3	5	
	Bachelor of Management Science and Information Management (Honours)	Year 1	65	45,810
		Year 3	25	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	Year 1	70	45,810
		Year 3	30	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	Year 1	35	45,810
		Year 3	15	
	Bachelor of Business Administration (Honours) in Supply Chain Management	Year 1	105	45,810
Year 3		60		
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (Note 3)	Year 1	25	45,810
		Year 3	15	
	Bachelor of Health Science (Honours) in Nursing	Year 1	400	79,770
		Year 3	130	
	Bachelor of Science (Honours) in Applied Gerontology (Note 5)	Year 1	40	45,810
		Year 3	40	
	Bachelor of Science (Honours) in Medical Laboratory Science	Year 1	45	79,770
	Bachelor of Science (Honours) in Occupational Therapy	Year 1	60	79,770
	Bachelor of Science (Honours) in Physiotherapy	Year 1	60	79,770
Bachelor of Science (Honours) in Radiation Therapy	Year 1	20	79,770	
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	Year 1	15	45,810
		Year 3	10	
	Bachelor of Maritime Services and Operations Management (Honours)	Year 1	10	45,810
		Year 3	10	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	Year 1	15	45,810
		Year 3	23	
	Bachelor of Engineering (Honours) in Building Services Engineering (Note 3)	Year 1	10	79,770
		Year 3	120	
	Bachelor of Engineering (Honours) in Civil Engineering	Year 1	25	79,770
		Year 3	90	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 5)	Year 1	15	45,810
		Year 2	5	
		Year 3	22	
	Bachelor of Science (Honours) in Surveying	Year 1	15	45,810
		Year 3	25	
Bachelor of Arts (Honours) in Fashion Design	Year 1	25	79,770	
	Year 3	24		

Institution	Programme	Entry year (Note)	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Arts (Honours) in Product Design	Year 1	15	79,770
		Year 3	15	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	Year 1	25	45,810
		Year 3	110	
	Bachelor of Arts (Honours) in Culinary Arts and Management	Year 1	15	45,810
		Year 3	15	
Total			4 825	

Note : SSSDP was expanded to cover top-up degree (TUD) programmes from the 2023/24 academic year. Programmes with Year 2 entry / Year 3 entry are TUD programmes.

Note 1 : The programme will be renamed from Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry to Bachelor of Engineering with Honours in Civil Engineering - Year 2 Entry in the 2024/25 academic year.

Note 2 : The programme will be renamed from Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry to Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 2 Entry in the 2024/25 academic year.

Note 3 : The programme has been selected for the second round of EDB's Pilot Project on the Development of Applied Degree Programmes. The programme and its number of intake are subject to the accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the approval by the relevant professional bodies, if applicable.

Note 4 : The programme will be renamed from Bachelor of Sports and Recreation Management with Honours - Year 2 Entry to Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 2 Entry in the 2024/25 academic year.

Note 5 : The programme was selected for the first round of EDB's Pilot Project on the Development of Applied Degree Programmes.

Note 6 : The programme will be renamed from Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry to Bachelor of Science with Honours in Analytical Testing Science - Year 2 Entry in the 2024/25 academic year.

Note 7 : The programme will be renamed from Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry to Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 2 Entry in the 2024/25 academic year.

Note 8 : Caritas Institute of Higher Education was retitled Saint Francis University on 9 January 2024.

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	80	28	38,520
	Higher Diploma in Film and Media Production	30	29	38,520
	Higher Diploma in Health Care	120	149	38,520
	Higher Diploma in Pharmaceutical Dispensing	100	111	38,520
	Higher Diploma in Hospitality Management	50	12	22,120
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	80	22	22,120
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	40	13	38,520
	Higher Diploma in Health and Social Care	50	44	38,520
	Higher Diploma in Medical and Health Products Management	120	106	38,520
	Higher Diploma in Nutrition and Food Management	160	81	38,520
	Higher Diploma in Sport and Recreation Management	120	110	22,120
	Higher Diploma in Sport Coaching and Sport Performance	160	155	22,120
	Higher Diploma in Hotel Management	90	57	22,120
	Higher Diploma in Tourism and Events Management	90	37	22,120
	Higher Diploma in Tourism and Hospitality Management	90	64	22,120
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	22,120
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	28	38,520
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	120	18	22,120
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	20	26	38,520
	Higher Diploma in Digital Fashion Creation	15	11	38,520
	Higher Diploma in Interior Design	30	21	38,520
	Higher Diploma in Nursing Studies (General Health Care)	63	61	38,520
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	38,520
	Higher Diploma in Health Care	360	354	38,520
	Higher Diploma in Aviation and Ramp Management	20	0 (Note 1)	22,120
	Higher Diploma in Resort and Theme Park Management	30	29	22,120

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Higher Diploma in Tourism and Airline Studies	30	0 (Note 1)	22,120
	Higher Diploma in Tourism and Hospitality Studies	25	19	22,120
Saint Francis University (Note 2)	Higher Diploma in Enrolled Nursing (General)	50	50	38,520
Tung Wah College	Higher Diploma in Health Science	50	48	38,520
	Higher Diploma in Nursing	150	153	38,520
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	25	2	22,120
Total		2 501	1 918	

Note 1: The institution indicated in August 2022 that the programme ceased to operate in the 2022/23 academic year.

Note 2: Caritas Institute of Higher Education was retitled Saint Francis University on 9 January 2024.

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	60	11	39,140
	Higher Diploma in Film and Media Production	30	16	39,140
	Higher Diploma in Health Care	160	150	39,140
	Higher Diploma in Pharmaceutical Dispensing	120	119	39,140
	Higher Diploma in Hospitality Management	50	12	22,480
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	42	22,480
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	24	39,140
	Higher Diploma in Health and Social Care	50	44	39,140
	Higher Diploma in Medical and Health Products Management	120	93	39,140
	Higher Diploma in Nutrition and Food Management	120	83	39,140
	Higher Diploma in Sport and Recreation Management	120	116	22,480
	Higher Diploma in Sport Coaching and Sport Performance	160	173	22,480
	Higher Diploma in Hotel Management	90	52	22,480
	Higher Diploma in Tourism and Events Management	90	34	22,480
	Higher Diploma in Tourism and Hospitality Management	90	62	22,480
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23	22,480
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	25	39,140
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) (Note 1)	120	27	22,480
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	32	39,140
	Higher Diploma in Digital Fashion Creation	15	18	39,140
	Higher Diploma in Interior Design	30	30	39,140
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	39,140
	Higher Diploma in Health Care	370	439	39,140
	Higher Diploma in Resort and Theme Park Management	30	23	22,480
	Higher Diploma in Tourism and Airline Studies	30	19	22,480
Higher Diploma in Tourism and Hospitality Studies	25	16	22,480	
Saint Francis University (Note 2)	Higher Diploma in Enrolled Nursing (General)	35	35	39,140

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Tung Wah College	Higher Diploma in Health Science	50	43	39,140
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	20	0	22,480
Total		2 238	1 813	

Note 1: The programme was renamed from Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality) in the 2023/24 academic year.

Note 2: Caritas Institute of Higher Education was retitled Saint Francis University on 9 January 2024.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2024/25 academic year)
Designated sub-degree programmes, number of subsidised places and
annual subsidy amount**

Institution	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	40	39,890
	Higher Diploma in Film and Media Production	30	39,890
	Higher Diploma in Health Care	200	39,890
	Higher Diploma in Pharmaceutical Dispensing	130	39,890
	Higher Diploma in Hospitality Management	25	22,910
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	22,910
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	25	39,890
	Higher Diploma in Food Science and Safety	45	39,890
	Higher Diploma in Health and Social Care	50	39,890
	Higher Diploma in Medical and Health Products Management	120	39,890
	Higher Diploma in Nutrition and Food Management	90	39,890
	Higher Diploma in Sport and Recreation Management	120	22,910
	Higher Diploma in Sport Coaching and Sport Performance	160	22,910
	Higher Diploma in Hotel Management	85	22,910
	Higher Diploma in Tourism and Events Management	80	22,910
	Higher Diploma in Tourism and Hospitality Management	85	22,910
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	22,910
	Higher Diploma in Cybersecurity (Testing and Compliance)	35	22,910
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	39,890
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	22,910
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	39,890
	Higher Diploma in Digital Fashion Creation	15	39,890
	Higher Diploma in Interior Design	30	39,890
	Higher Diploma in Nursing Studies (Mental Health Care)	55	39,890
	Higher Diploma in Health Care	400	39,890
	Higher Diploma in Resort and Theme Park Management	30	22,910
	Higher Diploma in Tourism and Airline Studies	30	22,910
Higher Diploma in Tourism and Hospitality Studies	25	22,910	
Saint Francis University (Note 1)	Higher Diploma in Enrolled Nursing (General)	35	39,890
Tung Wah College	Higher Diploma in Health Science	50	39,890
	Higher Diploma in Nursing	80 (Note 2)	39,890
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	10	22,910
Total		2 330	

Note 1 : Caritas Institute of Higher Education was retitled Saint Francis University on 9 January 2024.

Note 2 : The number of intake is subject to the accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the approval by the relevant professional bodies.

- End -

CONTROLLING OFFICER'S REPLY

EDB047

(Question Serial No. 3145)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding primary and secondary school teachers leaving the profession, will the Government advise this Committee of the following –

- (1) the numbers of primary and secondary school teachers who left before the retirement age in the past 3 years;
- (2) the numbers of primary and secondary school teachers who left upon reaching the retirement age in the past 3 years;
- (3) the numbers of primary and secondary school principals who left before the retirement age in the past 3 years;
- (4) the numbers of primary and secondary school principals who left upon reaching the retirement age in the past 3 years;
- (5) the measures to address manpower shortage caused by primary and secondary school teachers and principals leaving the profession due to retirement and other reasons, given that schools have difficulties in identifying and recruiting teachers?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 40)

Reply:

(1) to (4)

The numbers of teachers (including principals) in public sector secondary schools (government, aided and caput) and primary schools (government and aided) who left the education profession before and upon reaching the retirement age from the 2020/21 to 2022/23 school years are as follows –

School year	No. of teachers who left the education profession before the retirement age	No. of teachers who left the education profession upon reaching the retirement age
2020/21	1 390	600
2021/22	2 770	620
2022/23	3 540	620

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Numbers of teachers are rounded to the nearest 10.
- (3) Teachers who left the education profession before the retirement age refer to the teachers who were serving in ordinary schools in the preceding school year but were no longer serving in any local ordinary schools and had not reached the retirement age in the school year concerned.

(5)

The Education Bureau (EDB) has all along been closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. Apart from retirement, there are other reasons for teacher wastage, which include pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons.

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

According to our observation, the operation of schools is smooth in general. With the declining school-age population, the demand for teachers would decrease correspondingly. We will continue to monitor the situation and maintain close communication with the school sector.

- End -

CONTROLLING OFFICER'S REPLY

EDB048

(Question Serial No. 1981)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As Hong Kong is an international innovation and technology centre, technological development has been mentioned in quite a number of sections of the Budget this year. Given that the Education Bureau has stated that it “will support prospective post-secondary institutions to form an alliance of universities of applied sciences” and has set aside \$100 million for it, will the Government advise this Committee of the following –

- (1) the details of this scheme, including the target size of the alliance and how the estimated expenditures will be allocated for the purpose of achieving sustainability;
- (2) how to evaluate the effect of the delivery of education by the alliance on the quality of teaching, and enhance the recognition of the vocational and professional education and training (VPET) provided under this scheme; and how many post-secondary institutions are expected to benefit from the scheme;
- (3) whether internship placements in enterprises will be arranged to offer VPET students more comprehensive career guidance, including providing internship places in the Greater Bay Area (GBA) through collaboration with GBA enterprises; and
- (4) the key performance indicators for the alliance, and the anticipated actual outcomes?

Asked by: Hon FOK Kai-kong, Kenneth (LegCo internal reference no.: 11)

Reply:

(1) to (4)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with

professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB049

(Question Serial No. 1063)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

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

1. The numbers of international schools, private schools and DSS schools operating in Hong Kong and their respective numbers of students in each grade in the 2021/22, 2022/23 and 2023/24 school years as well as the percentage changes in these figures within the 3 school years, with the figures set out in the form of a table.
2. The amounts of subsidies or loans granted by the Government to international schools, private schools and DSS schools in the 2021/22, 2022/23 and 2023/24 school years as well as the percentage changes in these figures within the 3 school years, with the figures set out in the form of a table.
3. According to the prevailing policy, international schools and DSS schools are required by the Education Bureau (EDB) to set aside at least 10% of their total school fee incomes for the provision of fee remission and scholarships to students. It is noted that, in the recent 5 years, 1 school failed to fulfil the relevant requirement in its service agreement. Please provide information on how the school will increase the provision set aside for the future as an effort to carry out its undertaking.
4. In recent years, the Government has been proactively trawling for talent from the Mainland and overseas to join the local workforce through various schemes. It has been pointed out that, in order to attract talent from all over the world and retain them, the education of their families and children is one of the key aspects of attention. What support measures have been offered by EDB to their families and children for studying in Hong Kong in light of the relevant needs, and what are the work plans and estimates?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 30)

Reply:

1. The numbers of international schools, other private schools and Direct Subsidy Scheme (DSS) schools operating in Hong Kong in the 2021/22, 2022/23 and 2023/24 school years are set out below –

School year	International schools <small>Note (1)</small>	Other private schools <small>Note (2)</small>	DSS schools
2021/22	54	93	80
2022/23	54	97	80
2023/24	54	100	80

- Note: (1) Including the special school operated by the English Schools Foundation.
(2) “Other private schools” refer to private ordinary primary and secondary day schools registered with the Education Bureau (EDB). They include day schools offering local or non-local curriculum day courses but not special schools and primary and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.

The numbers of students by grade attending the above schools from the 2021/22 to 2023/24 school years and the respective year-on-year rates of change are set out at Annex.

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

In the 2021/22, 2022/23 and 2023/24 school years, the Government did not grant any loans to DSS schools. All DSS schools received government subsidies. The amounts of subsidies and their respective year-on-year rates of change are set out below –

Financial year	Amount of subsidies (\$ billion)
2021-22	4.755
2022-23	4.698 (-1.2%)
2023-24 (Revised estimate)	5.268 (+12.1%)

3. Based on the information available, among the international schools, 1 school was unable to set aside a specific percentage (10% in most cases) of its total school fee income for the provision of scholarships and/or financial assistance to needy students as required by its service agreement in the recent 5 years. The school that failed to fulfill the requirement has already increased the provision set aside from 2020 to 2023 to make up for the under-provision in the past few school years.

4. Hong Kong is characterised by its multiculturalism, sound education infrastructure, would-renowned universities, outstanding research talents and strong research capabilities. The quality of our teaching and learning has ranked among the top in various international comparative studies. At present, Hong Kong has a total of 22 degree-awarding post-secondary institutions, 8 of which are funded by the University Grants Committee. Among these institutions, 5 are ranked among the world's top 100 universities, making Hong Kong one of the places with the highest number of top universities in the world. Besides, there are a number of institutions in Hong Kong that offer accredited post-secondary programmes.

Regarding admission to post-secondary programmes, according to the current policy, holders of dependant visa/entry permit who were below 18 years old when they were first issued with such dependant visa/entry permit by the Immigration Department of the Hong Kong Special Administrative Region are eligible to apply for admission to post-secondary institutions as local students.

Apart from the development of post-secondary education, it is an on-going commitment of the Government to support the development of a vibrant international school sector. The Government has been closely monitoring the demand and supply of international school places, with a view to increasing the supply of school places when necessary. In this connection, the Government has reserved sites in the Northern Metropolis for the development of international schools to meet the education needs of non-local families living in Hong Kong and families coming to Hong Kong for work or investment.

Meanwhile, children aged 6 to 15, who are dependants of persons permitted to stay in Hong Kong under various talent admission schemes, are eligible to enrol in local public sector primary and secondary schools to receive free education. EDB has been providing school placement support services. Parents can directly contact the nearby Regional Education Office in the district where their children reside or respective schools to apply for a place for their children. Moreover, parents may make reference to the school lists by district on EDB website, Primary School Profiles or Secondary School Profiles on the website of Committee on Home-School Co-operation, for information about individual primary and secondary schools.

In addition, to help newly-arrived children adapt to the learning environment in Hong Kong and integrate into the local community, EDB provides support services for them, including the 6-month full-time Initiation Programme arranged by local schools and the 60-hour Induction Programme organised by non-governmental organisations. The contents of these programmes cover language education, learning skills, personal growth and development, and social adaptation. EDB also provides public sector and DSS schools admitting newly-arrived children with the School-based Support Scheme Grant, which they can utilise flexibly to provide school-based support services, such as arranging after-school supplementary lessons and organising orientation activities/guidance programmes/extra-curricular activities, according to children's needs. Dependants permitted to stay under different talent admission schemes can also benefit from the above support services. In the 2024/25 school year, the estimated expenditure on the Initiation Programme, Induction Programme and School-Based Support Scheme Grant is about \$61.1 million.

**Numbers of students by school sector and grade
from the 2021/22 to 2023/24 school years**

School sector	Grade		2021/22	2022/23	2023/24
International	Primary	P1	4 399	4 255	4 213
		P2	3 865	3 670	3 715
		P3	3 736	3 618	3 735
		P4	3 762	3 587	3 667
		P5	3 637	3 546	3 660
		P6	3 534	3 467	3 620
	Secondary	S1	3 389	3 419	3 552
		S2	3 343	3 200	3 438
		S3	2 983	3 007	3 162
		S4	2 705	2 629	2 729
		S5	2 391	2 451	2 640
		S6	2 106	2 079	2 271
		S7	1 644	1 698	1 672
	All grades (year-on-year rate of change)			41 494 (1.2%)	40 626 (-2.1%)
Other private	Primary	P1	5 571	5 520	5 391
		P2	5 532	5 096	5 298
		P3	5 318	4 971	4 953
		P4	5 310	4 871	4 890
		P5	4 914	4 765	4 720
		P6	4 017	3 991	4 224
	Secondary	S1	1 473	1 450	1 634
		S2	1 484	1 421	1 516
		S3	1 333	1 359	1 351
		S4	1 124	1 198	1 364
		S5	1 018	1 076	1 215
		S6	823	908	1 203
		S7	617	665	742
	All grades (year-on-year rate of change)			38 534 (-3.1%)	37 291 (-3.2%)

School sector	Grade		2021/22	2022/23	2023/24
DSS	Primary	P1	2 770	2 726	2 731
		P2	2 721	2 766	2 754
		P3	2 735	2 677	2 736
		P4	2 693	2 672	2 670
		P5	2 383	2 360	2 438
		P6	2 442	2 343	2 474
	Secondary	S1	8 195	8 056	8 539
		S2	7 884	7 771	8 214
		S3	7 805	7 424	7 811
		S4	7 485	7 497	7 606
		S5	6 812	6 883	7 239
		S6	6 455	6 261	6 461
	All grades		60 380	59 436	61 673
	(year-on-year rate of change)		(-1.8%)	(-1.6%)	(3.8%)

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

- End -

CONTROLLING OFFICER'S REPLY

EDB050

(Question Serial No. 1064)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau implements the Native-speaking English Teacher (NET) Scheme in public sector primary and secondary schools to provide each of these eligible schools with 1 NET post. In this connection, please advise this Committee of the following –

- (1) What were the expenditures involved in the NET Scheme and the respective changes in the past 3 school years (2021/22, 2022/23 and 2023/24), and the estimated expenditures for the coming 3 school years? Have any adjustments been made in light of the latest social circumstances?
- (2) It is said that due to the closure of boundary control points during the COVID-19 epidemic, a number of affected NETs left Hong Kong for family reasons. What are the numbers of retention and wastage of NETs in public sector primary and secondary schools and the corresponding percentages in the past 3 school years? Has this resulted in the shortage of NETs under the Scheme?
- (3) Has the existing remuneration package of NETs been reviewed to ensure that the remuneration package for the post suffices to retain serving teachers or offers sufficient conditions favourable for recruiting new teachers?
- (4) The Government is proactively trawling for talent from around the world to Hong Kong. Are there any overseas professionals joining the English teaching profession upon their arrival in Hong Kong? If yes, what are the related information and statistics (including pay level and employment contract period)?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 31)

Reply:

(1)

The expenditures for implementing the Native-speaking English Teacher (NET) Scheme in public sector primary and secondary schools in the past 3 years (2021-22 to 2023-24 financial years) and the estimated expenditure for the 2024-25 financial year are as follows –

	Expenditure (\$ million)			
	2021-22	2022-23	2023-24 (provisional figures) ^{Note 1}	2024-25 (estimate) ^{Note 2}
Primary school	451.8	449.1	483.8	503.8
Secondary school	436.4	423.4	456.3	495.8

Notes:

1. The estimated expenditures for the 2023-24 financial year are provisional figures.
2. The estimate for the NET Scheme is derived based on the number of NETs in the Scheme.

Expenditures of the NET Scheme mainly cover the salary, gratuity and cash retention incentive calculated on salary, special allowance for accommodation expenses in Hong Kong and passages of NETs. In terms of salary, NETs are remunerated on a par with local teachers under the Master Pay Scale for civil servants and subject to the same adjustment mechanism. As for the special allowance for NETs' accommodation expenses in Hong Kong, the Education Bureau (EDB) considers the need for adjustment by taking into account a basket of factors, including annual rental movements, the attrition rate of NETs, and the affordability of the Government. The passage allowance is reimbursed on an accountable basis.

(2)

The retention and attrition rates of NETs in public sector primary and secondary schools in the past 3 school years are set out below –

School year	Retention rate ^{Note 1}		Attrition rate ^{Note 2}	
	Primary School	Secondary School	Primary School	Secondary School
2020/21	86%	82%	11%	13%
2021/22	79%	78%	18%	16%
2022/23	86%	82%	9%	7%

Notes:

1. Retention rate refers to the number of NETs who have their contracts renewed upon expiry as a percentage of the total number of NETs completing the contracts in that particular school year.
2. Attrition rate refers to the number of NETs leaving the NET Scheme for reasons other than retirement as a percentage of the total number of NETs completing the contract in that particular school year. It does not include NETs who transferred to another school, reached the retirement age upon completing their contracts, or left before the completion of their contracts.

As seen from the above figures, the retention rate of NETs has remained largely stable, while the attrition rate has decreased significantly in the 2022/23 school year. Overall, there is no shortage of NETs at this stage.

(3)

Under the NET Scheme, in addition to the basic salary, eligible NETs are entitled to various fringe benefits, including a special allowance, passage and baggage allowance, medical allowance, gratuity, and retention incentive. The remuneration package is able to attract NETs to join and encourage them to remain in the profession, which is considered very attractive. Furthermore, EDB provides support to NETs in various aspects, including professional development, learning and teaching, as well as facilitating their communication with teachers in their schools and NETs across schools, with a view to fostering for them a

caring and supportive work environment, thereby strengthening their sense of belonging to their schools and Hong Kong.

(4)

EDB and schools have been recruiting qualified NETs through overseas and local recruitment exercises. EDB does not have information regarding overseas professionals joining the English teaching profession upon their arrival in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB051

(Question Serial No. 2719)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (002) Allowances

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Starting from the 2019/20 school year, the Government has provided a student grant of \$2,500 per school year for each secondary day-school, primary school and kindergarten student. The provision of the grant has been regularised since the 2020/21 school year to alleviate the burden of education expenses for parents. In this connection, please advise this Committee of the following –

1. the number of student beneficiaries each year, and the total amount paid by the Education Bureau (EDB); and
2. whether EDB will review this policy in the future and adopt screening procedures to ensure that the grant is provided only to students in need.

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 6)

Reply:

1 and 2

The Education Bureau has regularised the provision of the student grant, which is non-means-tested, starting from the 2020/21 school year, whereby all students attending secondary day-schools, primary schools, special schools and kindergartens are eligible for a grant of \$2,500 per school year. At this stage, the Government has no plans to adjust the related arrangements of the student grant. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2023/24 school years are tabulated as follows –

School year	No. of student beneficiaries*	Total amount of grant disbursed (\$ billion)
2019/20	874 800	2.19
2020/21	863 600	2.16
2021/22	835 500	2.09
2022/23	805 700	2.01
2023/24 ⁺	794 300	1.99

* The numbers of students are rounded to the nearest hundred.

+ Figures as at end of February 2024.

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 2742)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under this Programme that the Education Bureau will enhance Hong Kong's development as an international education hub. In this connection, please advise this Committee of the following –

Among all students receiving post-secondary education in Hong Kong, the number of non-local students and their percentage share in the total number of students studying in (i) non-degree programmes, (ii) degree programmes and (iii) postgraduate programmes in the past 5 years, with a breakdown by mode of study (i.e. full-time and part-time or a blended mode).

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 29)

Reply:

The enrolment ceiling of non-local students for the University Grants Committee (UGC)-funded taught programmes is currently at a level equivalent to 20% of local student places, and will be doubled to 40% beginning from the 2024/25 academic year. All non-local students of taught programmes do not receive public funding, and they are accounted for separately from local student places so as to ensure that the articulation opportunities for local students will not be affected.

The non-local students enrolment figures of UGC-funded undergraduate (Ug) programmes, taught postgraduate (TPg) programmes and research postgraduate (RPg) programmes, their equivalent ratio relative to local student places as well as their percentages within the total number of students by mode of study from the 2019/20 to 2023/24 academic years are set out at **Annex 1**. During this period, there were no non-local students have pursuing UGC-funded part-time Ug programmes or RPg programmes, whereas only several non-local students were enrolled in publicly-funded part-time sub-degree (SD) programmes.

The numbers of non-local students of locally-accredited non-UGC-funded post-secondary programmes and their percentages within the total number of students by level of study from the 2019/20 to 2023/24 academic years are set out at **Annex 2**.

Non-local student enrolment of UGC-funded Ug programmes, TPg programmes and RPg programmes, their respective equivalent ratio relative to local student places as well as their percentages within the total number of students by mode of study from the 2019/20 to 2023/24 academic years

Mode of study/ level of study	2019/20			2020/21			2021/22			2022/23			2023/24 (Provisional figures)		
	Non-local student enrolment	Equivalent ratio relative to local student places	Percentage within total no. of students	Non-local student enrolment	Equivalent ratio relative to local student places	Percentage within total no. of students	Non-local student enrolment	Equivalent ratio relative to local student places	Percentage within total no. of students	Non-local student enrolment	Equivalent ratio relative to local student places	Percentage within total no. of students	Non-local student enrolment	Equivalent ratio relative to local student places	Percentage within total no. of students
Full-time															
Ug programme	12 249	16.6%	14.2%	12 476	16.9%	14.4%	13 253	17.9%	15.3%	14 147	19.2%	16.1%	14 756	19.9%	16.4%
TPg programme	84	4.5%	4.2%	72	3.8%	3.6%	94	5.0%	4.8%	99	5.3%	5.2%	113	5.7%	5.6%
RPg programme	6 825	N/A	81.9%	6 868	N/A	82.2%	6 981	N/A	82.4%	7 393	N/A	83.8%	8 164	N/A	85.6%
Part-time															
TPg programme	8	0.4%	0.4%	15	0.8%	0.7%	15	0.8%	0.8%	17	0.9%	0.9%	16	0.8%	0.8%

Notes:

- [1] The place of origin of non-local students is determined having regard to their nationality or place of residence.
- [2] The number of students of UGC-funded RPg programmes refers to the students financed by UGC funds within the normal study period. 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. Hence, figures may not add up to the corresponding totals due to rounding.
- [3] In the above table, figures for the “equivalent ratio relative to local student places” refer to the non-local students enrolment relative to the total number of local student places (including full-time and part-time) at that level of study, while figures for the “percentage within total no. of students” refer to the percentages of non-local students among the total number of students (including full-time and part-time) at that level of study.

**Number of non-local students of
locally-accredited non-UGC-funded post-secondary programmes and
their percentages within the total number of students by level of study
from the 2019/20 to 2023/24 academic years**

(No. of students)

Level of study	2019/20		2020/21		2021/22		2022/23		2023/24 (Provisional figures)	
	No. of non-local students	Percentage within the total no. of students	No. of non-local students	Percentage within the total no. of students	No. of non-local students	Percentage within the total no. of students	No. of non-local students	Percentage within the total no. of students	No. of non-local students	Percentage within the total no. of students
SD programme	2 209	4.0%	1 521	3.1%	1 098	2.4%	1 224	2.7%	1 752	3.7%
Ug programme	3 261	8.7%	3 231	8.7%	3 491	9.6%	3 491	10.1%	4 381	12.3%
TPg programme	19 985	46.2%	18 253	42.8%	23 708	49.6%	30 895	57.6%	*	*
RPg programme	3 230	74.3%	4 265	78.1%	5 231	80.6%	5 868	81.6%	*	*

Notes:

- [1] Non-UGC-funded post-secondary programmes include self-financing post-secondary programmes and publicly-funded programmes offered by the Hong Kong Academy for Performing Arts and the Vocational Training Council.
- [2] The Education Bureau does not maintain relevant data on locally-accredited non-UGC-funded part-time SD and Ug programmes.
- [3] Ug programmes cover first-year-first-degree and top-up degree programmes.
- [4] Non-UGC-funded TPg programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of 1 year, Postgraduate Diploma, Master's and Doctoral degree programmes.
- [5] Non-UGC-funded RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. Relevant numbers of students include students of fully self-financing RPg programmes; and if RPg students are financed by UGC-funded universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.
- “*” Denotes that the institutions have yet to provide the relevant information for that academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB053

(Question Serial No. 1186)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The HKSAR Government established the Belt and Road Scholarship in the 2016/17 academic year to support students from all countries and regions along the Belt and Road to pursue publicly-funded full-time undergraduate and research postgraduate programmes in Hong Kong. Recently, the Government has further injected \$1 billion, thereby increasing the scholarship places per annum from 100 to 150 with effect from the coming academic year. In this connection, will the Government advise this Committee of –

1. the number of awardees and their countries or regions of origin in each academic year since the launch of this scheme;
2. further to the above question, the types of academic programmes that the awardees enrolled in and the disciplines involved;
3. the total scholarship amount disbursed and the average amount per awardee in each academic year; and
4. whether the Government has compiled statistics on the post-graduation profiles of these students; if yes, of the number of students staying in Hong Kong (including those pursuing further studies, taking up employment and starting businesses); if no, how the effectiveness of the scheme is evaluated?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 35)

Reply:

1, 2 and 3

Since the launch of the Belt and Road Scholarship (the Scholarship) in the 2016/17 academic year, the scholarship places per annum have gradually increased from the initial 10 to 100 in each of the academic years from 2020/21 to 2023/24. The number of awardees, the distribution of awardees by their places of origin, the types of study programmes they enrolled

in and the disciplines, and the total amount of scholarship awarded since the launch of the Scholarship are set out at Annex.

The Scholarship covers awardees' full tuition fees, and is tenable for the normal duration of the programmes concerned. It will be renewed annually subject to satisfactory academic performance of the awardees. In the 2023/24 academic year, the average amounts of scholarship for awardees of undergraduate and research postgraduate studies are about \$161,000 and \$42,100 respectively, i.e. the tuition fees charged by the universities on non-local students.

4

The Education Bureau (EDB) does not maintain statistics on the numbers of the Scholarship awardees who have stayed in Hong Kong for further studies, employment or starting businesses upon completion of their studies. That said, awardees generally indicated in their applications an intention to work, start businesses or pursue further studies in Hong Kong upon graduation.

Participating institutions have been committed to supporting non-local students, including the Scholarship awardees, through different channels to plan their further studies or career development in Hong Kong upon graduation. Respective faculties and student affairs offices of the institutions will provide relevant information and diversified support services, which include recruitment seminars, job-seeking training workshops, career counselling and consultation services, and mentorship programmes, etc. They will also contact alumni associations and employers of different industries to provide employment and internship opportunities for students.

The Government has implemented various measures to encourage non-local students, including the Scholarship awardees, to stay in Hong Kong for development upon graduation. For example, the introduction of the Immigration Arrangements for Non-local Graduates (IANG) in 2008 allows non-local students who have obtained an undergraduate or higher qualification in a full-time locally-accredited programme in Hong Kong to apply to work and stay in Hong Kong after graduation. The 2022 Policy Address further relaxed IANG by extending the limit of stay from 12 months to 24 months, so that these graduates can have more time to seek employment in Hong Kong.

In addition, EDB plans to organise an exchange session on further studies in Hong Kong for new awardees each year starting from the 2024/25 academic year to help them learn about different opportunities in Hong Kong and establish a platform for them to support each other. It is also hoped that, through the sharing by awardees who have graduated and stayed in Hong Kong, new awardees will be encouraged to consider staying in Hong Kong for development upon graduation.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones whenever necessary.

(a) Distribution of awardees by place of origin

Place of origin	Academic year							
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Armenia	-	-	-	-	1	1	-	-
Bangladesh	-	-	-	5	7	9	10	8
Bosnia and Herzegovina	-	-	-	-	-	-	1	-
Bulgaria	-	-	-	-	-	1	-	-
Costa Rica	-	-	-	-	-	-	1	-
Cyprus	-	-	-	-	-	-	-	1
Egypt	-	-	-	-	-	1	1	2
Ethiopia	-	-	-	1	4	-	3	5
Georgia	-	-	-	-	-	-	-	1
Ghana	-	-	-	-	3	6	3	2
Greece	-	-	-	1	-	-	-	-
India	-	-	-	2	-	-	-	-
Indonesia	10	10	10	10	12	12	11	11
Iran	-	-	-	-	2	1	-	-
Israel	-	-	-	-	-	-	1	-
Italy	-	-	-	-	1	-	2	1
Kazakhstan	-	-	-	6	7	10	7	9
Korea	-	-	-	1	3	4	2	1
Kyrgyzstan	-	-	-	1	-	-	1	2
Malaysia	-	10	10	12	10	12	13	11
Maldives	-	-	-	-	-	1	-	-
Mongolia	-	-	-	-	1	1	2	5
Myanmar	-	-	-	6	7	7	8	11
Nepal	-	-	-	-	2	3	-	-

Place of origin	Academic year							
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
New Zealand	-	-	-	1	-	-	-	-
Nigeria	-	-	-	2	1	1	1	-
Pakistan	-	-	-	6	3	8	6	7
Palestine	-	-	-	-	-	1	-	-
Philippines	-	-	-	1	1	4	6	3
Poland	-	-	-	1	-	-	-	-
Romania	-	-	-	-	1	-	-	-
Russia	-	-	-	5	3	1	4	2
Serbia	-	-	-	-	-	-	-	1
Singapore	-	-	-	-	1	1	-	-
Sri Lanka	-	-	-	-	5	2	2	-
Tajikistan	-	-	-	1	1	-	-	-
Thailand	-	10	10	10	10	8	11	11
Türkiye	-	-	-	1	1	2	1	2
Uganda	-	-	-	1	-	-	-	-
Ukraine	-	-	-	-	-	1	-	-
Vietnam	-	-	-	1	1	1	3	4
Zambia	-	-	-	1	-	-	-	-
Total	10	30	30	76	88	99	100	100

(b) Distribution of awardees by programme type

Study level	Academic year							
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Undergraduate programme	10	30	30	56	63	75	75	75
Research postgraduate programme	-	-	-	20	25	24	25	25
Number of awardees	10	30	30	76	88	99	100	100

Study level	Academic year							
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total scholarship amount (\$ million)	1.2	4.7	8.1	13.9	23.8	29.6	34.5	39.6#

#Unaudited figures

(c) Distribution of awardees by discipline

Discipline	Academic year							
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Architecture	-	1	1	-	-	-	-	
Arts	-	1	-	-	-	4	3	6
Design and Performing Arts	-	-	-	-	2	-	1	1
Business Administration	4	8	13	20	23	16	18	24
Journalism and Communication	-	2	-	-	1	2	4	2
Computer and Information Technology	-	2	2	5	8	11	2	9
Education	-	-	-	-	2	2	-	4
Engineering and Technology	4	7	7	35	23	30	28	21
Law	-	-	-	-	-	1	4	1
Medicine and Health	-	-	-	4	6	5	7	3
Sciences	2	8	7	4	14	17	27	21
Social Sciences	-	1	-	8	9	11	6	8
Total	10	30	30	76	88	99	100	100

- End -

CONTROLLING OFFICER'S REPLY

EDB054

(Question Serial No. 1187)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

To facilitate the provision of diversified and flexible pathways with multiple entry and exit points for local students to pursue post-secondary education, and to enhance Hong Kong's development as a regional education hub, the Government has been taking a series of measures to support self-financing post-secondary institutions. In this connection, please advise this Committee of the following –

- (1) What are the funding support measures (including allocation of land) provided for the self-financing post-secondary education sector in the past year? Please tabulate the institutions benefited, programmes, mode of study (i.e. full-time or part-time) and amounts of funds approved; and
- (2) The Task Force on Review of Self-financing Post-secondary Education has put forward recommendations on helping self-financing institutions identify and develop their niche areas to strengthen their positioning, as well as fostering strategic co-ordination among self-financing institutions in offering programmes. Please set out the details of the follow-ups to the above recommendations.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 36)

Reply:

- (1) It has all along been the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. In pursuance of this policy, the Education Bureau (EDB) implements a host of support measures for self-financing institutions as well as provides subsidies and scholarships for students pursuing self-financing programmes, with a view to promoting the healthy and sustainable development of the self-financing sector. The support measures implemented in the 2023/24 academic year include –

For institutions

- (a) Quality Enhancement Support Scheme (QESS) under the Self-financing Post-secondary Education Fund (SPEF) – to support worthwhile non-works projects that enhance the quality of teaching and learning;
- (b) Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (ESGS) – to support institutions to develop and enhance programmes that meet market needs but require high start-up costs;
- (c) Competitive Research Funding Schemes for the Local Self-financing Degree Sector (Research Funding Schemes) funded by the Research Endowment Fund – to support research projects and activities of the self-financing degree sector on a competitive basis with a view to strengthening academic and research development.

For students

- (d) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) – to subsidise students to pursue designated full-time locally-accredited self-financing undergraduate and sub-degree programmes in selected disciplines, with a view to nurturing talent for industries with keen demand for human resources;
- (e) Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) – to provide a non-means-tested subsidy to eligible students pursuing full-time locally-accredited local and non-local self-financing undergraduate programmes offered by eligible institutions in Hong Kong; and
- (f) Self-financing Post-secondary Scholarship Scheme (SPSS) under SPEF – to offer scholarships and awards to outstanding students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes.

The amounts disbursed under the abovementioned support measures by institution in the 2023/24 academic year are set out at the **Annex**.

- (2) In response to the recommendations made by the Task Force on Review of Self-financing Post-secondary Education (Task Force), EDB has worked with the Committee on Self-financing Post-secondary Education (CSPE) to proactively foster the strategic co-ordination of the self-financing post-secondary sector, with a view to supporting institutions to develop their distinct niche areas and respond to society's manpower needs in a timely manner. In this connection, EDB and CSPE have reviewed all the strategic and academic development plans submitted by post secondary colleges (Colleges) registered under the Post Secondary Colleges Ordinance (Cap. 320), and have engaged in exchanges with and provided advice to all Colleges on their academic niche areas and strategic positioning. In processing applications for awarding new degree programmes under Cap. 320 relevant support measures submitted by individual Colleges, EDB will take into account the strategic and academic plans of the Colleges concerned and the views of CSPE.

Specifically, EDB announced the updated procedures for processing the Colleges' applications for awarding degrees under Cap. 320 in June 2020. According to Cap. 320, the Colleges are required to go through the independent external academic accreditation of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and obtain the prior approval of the Chief Executive-in-Council (CE-in-C) before awarding new degrees. Under the updated procedures, prior to conducting academic accreditation, the Colleges are required to consult EDB on their proposed programmes. EDB will consult relevant bureaux / departments on the manpower needs of the relevant industries / sectors, make reference to CSPE's views on the strategic and academic development plans of the Colleges concerned, and consider factors such as the Colleges' niche areas and positioning, the supply and demand of similar programmes, as well as the features and strengths of the proposed programmes before giving comments and/or expressing reservations to the Colleges. This arrangement aims to facilitate the strategic co-ordination of the self-financing sector, with a view to ensuring that self-financing programmes can cater to actual market needs and nurture talent with the skills required by the industries.

In addition, EDB has incorporated strategic co-ordination as one of the considerations in vetting relevant support measures for the self-financing post-secondary education sector. For example, under ESGS, CSPE will advise the Secretary for Education (SED) on the merits of an application, having regard to whether the programme under application is in line with the College's strategic positioning in the sector and its academic development plan. SED will consider CSPE's recommendations and all relevant factors when making funding approval under ESGS, so as to help self-financing post-secondary institutions better develop their own strengths and niche areas, while strengthening strategic co-ordination among institutions.

EDB will continue to work closely with CSPE to foster the strategic co-ordination of the self-financing sector, with a view to supporting the parallel development of the self-financing and publicly-funded post-secondary education sectors.

**Amounts Disbursed under Various Support Measures for the Self-Financing Post-Secondary Education Sector
by Institution in the 2023/24 Academic Year**

Institution	QESS ^[1] (\$'000)	ESGS ^[2] (\$'000)	Research Funding Schemes (\$'000)	SPSS ^[3] (\$'000)	SSSDP ^[4] (\$'000)	NMTSS ^[4] (\$'000)
Gratia Christian College	0	0	0	305	N/A	4,892
HKCT Institute of Higher Education	0	0	0	190	1,371	6,034
Hong Kong Chu Hai College	0	0	1,826	290	4,023	844
Hong Kong Nang Yan College of Higher Education	0	0	0	190	N/A	2,902
Hong Kong Shue Yan University	2,387	19,482	5,955	4,855	2,360	87,252
Saint Francis University ^[5]	2,422	0	8,289	3,065	192,993	15,073
The Hang Seng University of Hong Kong	0	0	19,130	6,865	61,062	96,716
Tung Wah College	1,029	0	6,480	3,440	219,755	8,233
UOW College Hong Kong	0	0	1,414	1,185	1,978	4,532
Yew Chung College of Early Childhood Education	0	0	0	345	N/A	3,307
Caritas Bianchi College of Careers	0	0	N/A	515	21,015	N/A
Caritas Institute of Community Education	0	0	N/A	N/A	N/A	N/A
HKU SPACE Po Leung Kuk Stanley Ho Community College	0	0	N/A	2,585	36,133	N/A
Hong Kong Adventist College	0	0	N/A	N/A	N/A	N/A
Hong Kong College of Technology	0	0	N/A	315	3,463	N/A
Hong Kong Institute of Technology	0	0	N/A	535	N/A	9,211
YMCA College of Careers	0	0	N/A	N/A	45	N/A
City University of Hong Kong – School of Continuing and Professional Education	0	N/A	N/A	325	N/A	N/A
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	2,400	N/A	0 ^[5]	4,835	N/A	N/A
Lingnan University	0	N/A	N/A	485	N/A	N/A
Lingnan University – Lingnan Institute of Further Education	0	N/A	N/A	340	N/A	N/A
The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	N/A	N/A	1,700	N/A	N/A
The Education University of Hong Kong	0	N/A	N/A	185	N/A	N/A
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	6,330	N/A	8,265 ^[7]	9,280	N/A	N/A
The Hong Kong University of Science and Technology	0	N/A	N/A	215	N/A	N/A
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	0	N/A	N/A	6,840	N/A	N/A
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	5,915	37,157	29,182 ^[8]	16,655	381,788	100,160
Vocational Training Council ^[9]	1,917	N/A	1,637 ^[10]	4,950	57,593	49,668
Hong Kong Art School	0	N/A	N/A	190	N/A	962

Notes:

- [1] Projects approved under QESS in the 2022/23 round of applications are implemented from the 2023/24 academic year and funds are disbursed to institutions in the 2023/24 academic year.
- [2] Application results of ESGS in the 2022/23 round of applications were announced in December 2023. A total of 2 projects were approved to support relevant institutions to develop and enhance the following full-time post-secondary programmes –
 - (a) Bachelor of Engineering with Honours in Building Engineering, Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development, Bachelor of Engineering with Honours in Civil Engineering, Bachelor of Engineering with Honours in Electronic and Computer Engineering, Bachelor of Science with Honours in Cyber and Computer Security and Bachelor of Science with Honours in Data Science and Artificial Intelligence (Hong Kong Metropolitan University); and
 - (b) Bachelor of Science (Hons) in Digital Solutions for Entertainment and Game Applications (Hong Kong Shue Yan University).
- [3] Application results of SPSS for the 2023/24 academic year have yet to be announced. The amounts disbursed in the 2022/23 academic year are shown in the table above for reference.
- [4] Relevant figures are subsidies disbursed in the 2023/24 academic year (as of February 2024).
- [5] Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
- [6] Only applicable to the School of Continuing Education of Hong Kong Baptist University.
- [7] Only applicable to the School of Professional Education and Executive Development of The Hong Kong Polytechnic University.
- [8] Only applicable to Hong Kong Metropolitan University.
- [9] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- [10] Only applicable to the Technological and Higher Education Institute of Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 2589)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 195 of the Budget that the Government has set aside some \$680 million to support the Vocational Training Council's efforts. Initiatives include extending the Pilot Incentive Scheme to Employers (PISE) and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Pilot Subsidy Scheme) for 5 years, as well as stepping up support for student-exchange activities, strengthening assistance to students with special educational needs and encouraging employers to provide workplace learning opportunities, etc. In this connection, please advise this Committee of the following –

- (1) What is the estimated amount of funding to be allocated from the \$680 million to PISE and the Pilot Subsidy Scheme?
- (2) What are the respective numbers of trainees/organisations participating in PISE and the Pilot Subsidy Scheme in the past 5 years?
- (3) How is the effectiveness of the implementation of these 2 schemes? Have any criteria been set for evaluating their effectiveness?

Asked by: Hon KONG Yuk-foon, Doreen (LegCo internal reference no.: 7)

Reply:

(1) to (3)

The Government has all along been committed to promoting vocational and professional education and training (VPET). The Financial Secretary has announced in the 2024-25 Budget that the Government has set aside some \$680 million to support the Vocational Training Council (VTC)'s efforts. Initiatives include extending the Pilot Incentive Scheme to Employers (PISE) and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme) for 5 years, as well as stepping up support for student-exchange activities, strengthening assistance to students with special educational

needs and encouraging employers to provide workplace learning opportunities, etc. The Education Bureau is liaising closely with VTC on the implementation details of various initiatives, and will evaluate and review their effectiveness in a timely manner.

Pilot Incentive Scheme to Employers (PISE)

With the Government's support, VTC has implemented PISE since the 2019/20 academic year to encourage employers to provide trainees with structured workplace learning and assessment, so that the content of training programmes could be more effectively adapted to enhance trainees' performance. Employers participating in PISE would receive a subsidy of up to \$36,000 (per trainee). The Government has approved a total non-recurrent funding of \$108 million for the implementation of PISE. The numbers of trainees under PISE since its implementation from the 2019/20 academic year by industry and relevant programme are as follows –

Professional field	Industry and relevant programme	Academic year and no. of trainees *			
		2019/20	2020/21	2021/22	2022/23
Engineering and Technology	Building Services and Management	66	90	104	79
	Construction	18	41	69	104
	Electrical Engineering	167	143	169	134
	Mechanical Engineering	41	54	52	48
	Electronic and Information Technology	36	40	70	100
	Environment and Conservation	-	10	4	-
Transportation	Automobile	31	57	40	66
	Aviation	11	-	-	5
Design, Jewellery, Creative Industry	Design and Printing	-	6	1	2
	Jewellery and Watches	3	1	-	1
Healthcare Services	Healthcare Services	-	5	18	18
Testing and Certification	Testing and Certification	4	-	13	1
	Sub-total	377	447	540	558

* As the 2023/24 academic year has not ended, relevant figures are not available yet.

The numbers of employers participating in PISE since its implementation are as follows –

Professional field	Industry and relevant programme	Academic year and no. of employers *			
		2019/20	2020/21	2021/22	2022/23
Engineering and Technology	Building Services and Management	11	21	27	25
	Construction	12	17	25	32
	Electrical Engineering	35	26	42	39
	Mechanical Engineering	7	8	12	14
	Electronic and Information Technology	12	12	24	29
	Environment and Conservation	0	7	4	0
Transportation	Automobile	8	7	13	15
	Aviation	3	0	0	4
Design, Jewellery, Creative Industry	Design and Printing	0	4	1	2
	Jewellery and Watches	3	1	0	1
Healthcare Services	Healthcare Services	0	3	9	11
Testing and Certification	Testing and Certification	1	0	3	1
	Sub-total	92	106	160	173

* Participating employers may employ trainees in more than one industry due to the diversified nature of their businesses. As the 2023/24 academic year has not ended, relevant figures are not available yet.

Since the launch of PISE in the 2019/20 academic year, VTC has been reviewing its effectiveness. It is learned that PISE has been effective in encouraging employers to provide workplace learning and assessment for trainees. A survey conducted by VTC in 2023 indicated that around 90% of employer respondents and 80% of trainee respondents generally agreed that workplace assessment yielded positive outcomes. Employers were of the view that making direct assessment in the workplace allowed them to understand trainees' competencies and learning progress, so that they could make adjustments to the training content to elevate trainees' performance. Trainees also considered that workplace assessment enabled them to gain a better grasp of relevant industry standards and to improve and enhance their workplace competencies. VTC has been proactively supporting participating employers to conduct workplace assessment by deploying staff to offer assistance as well as providing training workshops and assessment handbooks, so as to ensure that employers meet the workplace assessment requirements. Subject teachers also provide support for trainees in their workplace learning and assessment by explaining the key points of the assessment and teaching trainees how to submit assignments via online platforms. VTC will continue its efforts to incorporate programmes of different industries into the Training and Support Scheme and introduce PISE into these programmes, and continuously review the effectiveness of the scheme and explore plans for further enhancement.

Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme)

The Government has implemented the Pilot Subsidy Scheme with a funding of \$200 million to provide a tuition fee subsidy for a total of 5 600 practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology in 3 cohorts from the 2016/17 academic year. The amount of subsidy is 60% of the tuition fees with a cap at \$45,000 per person. In the 2019/20 academic year, the Government has continued implementing the Pilot Subsidy Scheme with an additional funding of \$234 million. In addition to the programmes in the aforesaid disciplines, the Pilot Subsidy Scheme has been expanded to cover creative industry programmes offered by VTC, with the amount of tuition fee subsidy capped at \$36,000 per person. The numbers of participants and the amounts of tuition fee subsidy granted for the past 5 years are as follows –

Academic year	No. of students participating in the Pilot Subsidy Scheme [^]			Tuition fee subsidy granted (\$ million) ^{#^}
	Engineering	Creative industries		
	Engineering	Design	Information technology	
2018/19	1 652	-	-	43.1
2019/20	1 591	265	69	41.4
2020/21	2 053	402	163	50.4
2021/22	2 052	331	129	36.6
2022/23	2 121	249	148	16.4

[^] Figures as at 29 February 2024.

[#] To receive the tuition fee subsidy, the applicant must meet the relevant criteria, including the requirement that the applicant must be a Hong Kong permanent resident who has successfully enrolled in a designated part-time programme offered by VTC for the first time; also, the applicants must not have applied for or been granted any other form of subsidy or financial assistance from the Government or their employers for the same programmes. Each applicant may apply for tuition fee reimbursement for not more than two programmes. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

VTC has completed the review of the Pilot Subsidy Scheme. In light of the keen demand for medical services in the community, VTC has recommended the Government to further expand the scope of the Pilot Subsidy Scheme to cover the academic discipline of health and life sciences, in order to nurture more talent for the medical and healthcare sector, and enhance the professional skills of practitioners in the sector. The Government has accepted the recommendation, and VTC is actively making preparation for this initiative that has been planned for implementation in the 2024/25 academic year.

Every year, VTC conducts a questionnaire survey among successful student applicants under the Pilot Subsidy Scheme of the last two academic years to collect feedback and analyse the satisfaction level of students towards the scheme, so as to review its effectiveness on an on-going basis. The satisfaction levels of students towards the Pilot Subsidy Scheme for the past 5 years are as follows –

Academic year	Satisfaction level of students (%)
2018/19	83%
2019/20	88%
2020/21	86%
2021/22	92%
2022/23	94%

The Pilot Subsidy Scheme is also supported and recognised by the construction, engineering, design and information technology sectors and relevant professional societies.

Funding

The two aforesaid schemes will be extended for 5 years, involving funding of about \$190 million (for PISE) and about \$425 million (for the Pilot Subsidy Scheme). The rest of the additional funding will be deployed on other VTC's VPET projects.

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 2250)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As indicated by the key performance measures, there is a certain decrease in the number of both primary and secondary students. In this connection, please advise this Committee of the following –

1. The number of primary students in each of the 18 districts in Hong Kong in the past 5 school years (2019/20 to 2023/24), and the projection for the next 3 school years (2024/25 to 2026/27).
2. The number of secondary students in each of the 18 districts in Hong Kong in the past 5 school years (2019/20 to 2023/24), and the projection for the next 3 school years (2024/25 to 2026/27).
3. Are there any plans to enhance support for small class teaching (SCT) in primary schools and extend SCT to junior secondary level in response to the decline in primary and secondary school-age population? If yes, what is the timetable and the estimated total expenditure involved? If no, what are the reasons?
4. Will the Government consider enrolling students from other regions, including Mainland China, to study in primary and secondary schools in Hong Kong, so as to mitigate the decline in the number of local primary and secondary school-age students?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 26)

Reply:

1. The numbers of primary students by district in the 2019/20 to 2023/24 school years are tabulated in Annex 1. The mid-year projections of the school-age population aged 6 to 11 residing in Hong Kong by district for 2024 to 2026 are tabulated in Annex 2.
2. The numbers of secondary students by district in the 2019/20 to 2023/24 school years are tabulated in Annex 3. The mid-year projections of the school-age population aged 12 to 17 residing in Hong Kong by district for 2024 to 2026 are tabulated in Annex 4.

3. It is an established government policy to implement small class teaching (SCT) in public sector primary schools. At present, about 85% of public sector primary schools in Hong Kong have implemented SCT. Upon reviewing the latest situations such as the availability of classrooms in individual districts/school nets, the demand for school places, the needs of school development and the availability of existing resources, the Education Bureau (EDB) has already arranged 32 schools to start implementing SCT in the 2024/25 school year and 9 additional public sector primary schools to start implementing SCT in the 2025/26 school year. It is expected that by then, about 95% of public sector primary schools will implement SCT. We will continue to carefully look into the demand for school places in individual districts/school nets, the availability of classrooms and other relevant factors, and continue to communicate with the schools for early implementation of SCT in public sector primary schools in a pragmatic and flexible manner.

As for whether SCT should be implemented at junior secondary level, we should take into account the current conditions of secondary schools as well as their learning and teaching environment. Overseas experience, international studies and findings on SCT, and resource distribution should also be factored in. Most importantly, we must assess whether the reduction of class size in secondary schools is conducive to enhancing students' learning effectiveness. In fact, international studies have suggested that SCT is most effective when students are of a younger age and its effectiveness tends to wane with students' age. We have no plan to implement SCT at junior secondary level having regard to the aforementioned considerations.

4. By virtue of the advantages of biliteracy and trilingualism, as well as the high quality of education in Hong Kong, our students have been ranked among the world's best. EDB will continue to optimise resources to enhance the overall education quality, so as to maintain the competitiveness of Hong Kong.

Children aged 6 to 15, who are dependants of persons permitted to stay in Hong Kong under various talent admission schemes, are eligible to enrol in local public sector primary and secondary schools and receive free education. EDB provides school placement support services. Parents can directly contact the nearby Regional Education Office in the district where their children reside for placement services or respective schools to apply for a place for their children. Moreover, parents may make reference to the school lists by district on EDB website, Primary School Profiles or Secondary School Profiles on the website of Committee on Home-School Co-operation, for information about individual primary and secondary schools.

**Numbers of primary students by district
in the 2019/20 to 2023/24 school years**

District	School year				
	2019/20	2020/21	2021/22	2022/23	2023/24
Central and Western	12 340	11 955	11 000	10 325	10 265
Wan Chai	13 911	13 466	12 787	12 236	12 037
Eastern	22 586	21 738	20 773	19 492	19 004
Southern	14 900	14 833	14 666	14 196	14 080
Sham Shui Po	23 328	23 245	22 673	22 151	21 836
Yau Tsim Mong	16 018	15 813	15 195	14 522	14 291
Kowloon City	34 801	33 825	32 098	30 764	30 893
Wong Tai Sin	17 716	17 410	16 436	15 466	14 810
Kwun Tong	27 937	27 200	26 402	25 563	24 802
Tsuen Wan	13 694	13 530	12 907	12 165	11 673
Tuen Mun	25 314	24 490	23 208	21 958	21 705
Yuen Long	33 944	32 398	30 921	29 129	28 213
North	19 701	18 696	17 482	17 662	17 036
Tai Po	17 131	16 439	15 477	14 236	13 566
Sha Tin	33 590	33 216	32 256	30 889	29 571
Sai Kung	18 340	18 265	17 839	17 158	16 888
Islands	8 639	8 651	8 402	7 978	7 900
Kwai Tsing	19 338	19 087	18 472	17 661	16 994
All districts	373 228	364 257	348 994	333 551	325 564

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, while others refer to the position as at mid-September in the respective school years.
- (2) Figures exclude special schools.
- (3) School districts are delineated by the District Council districts of the school premises. For schools with decanting premises, the districts are determined by the District Council districts of the original premises.

**Mid-year projections of the school-age population aged 6 to 11
residing in Hong Kong by district for 2024 to 2026**

District	2024	2025	2026
Central and Western	9 300	8 800	8 500
Wan Chai	6 000	5 700	5 400
Eastern	19 100	17 800	16 500
Southern	10 300	9 400	8 800
Sham Shui Po	20 600	19 600	18 600
Yau Tsim Mong	12 900	12 200	11 700
Kowloon City	19 200	18 300	18 600
Wong Tai Sin	14 300	13 500	13 200
Kwun Tong	26 500	25 300	25 000
Tsuen Wan	14 700	14 000	13 400
Tuen Mun	23 500	23 800	23 900
Yuen Long	30 200	29 700	30 000
North	15 300	15 300	15 600
Tai Po	15 200	15 000	15 400
Sha Tin	31 600	29 100	27 800
Sai Kung	21 900	21 700	22 500
Islands	9 700	11 300	11 700
Kwai Tsing	19 700	19 100	18 600
All districts	320 100	309 600	305 300

Notes:

- (1) The projections of school-age population residing in Hong Kong are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) The population aged 6 to 11 are considered suitable for primary education (i.e. P1 to P6).
- (3) Figures refer to the projected numbers of local individuals (i.e. Hong Kong usual residents) aged 6 to 11 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Individuals under the age of 6 or over the age of 11 may also receive primary education.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Numbers of secondary students by district
in the 2019/20 to 2023/24 school years**

District	School year				
	2019/20	2020/21	2021/22	2022/23	2023/24
Central and Western	10 671	10 571	10 240	10 077	10 347
Wan Chai	11 889	11 691	11 053	10 431	10 452
Eastern	20 434	20 380	20 151	19 837	20 211
Southern	15 750	15 642	15 527	15 308	15 655
Sham Shui Po	20 523	20 400	20 062	19 715	20 002
Yau Tsim Mong	12 724	12 596	12 283	12 059	12 656
Kowloon City	30 271	30 100	29 593	29 015	29 941
Wong Tai Sin	16 184	16 077	15 741	15 315	15 325
Kwun Tong	25 393	25 451	25 336	25 094	25 616
Tsuen Wan	9 278	9 086	8 960	8 725	8 854
Tuen Mun	21 442	21 938	22 047	21 976	22 642
Yuen Long	27 258	27 798	27 831	27 690	28 226
North	16 128	16 673	17 046	17 374	18 443
Tai Po	13 064	13 510	13 652	13 773	14 184
Sha Tin	32 147	32 791	32 623	32 217	32 826
Sai Kung	17 736	17 872	17 503	16 810	17 106
Islands	6 101	6 026	5 957	5 782	5 909
Kwai Tsing	20 401	20 409	20 322	19 964	20 079
All districts	327 394	329 011	325 927	321 162	328 474

Notes:

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

**Mid-year projections of the school-age population aged 12 to 17
residing in Hong Kong by district for 2024 to 2026**

District	2024	2025	2026
Central and Western	9 900	10 200	10 200
Wan Chai	6 600	6 600	6 400
Eastern	22 200	22 000	21 300
Southern	11 800	11 900	11 700
Sham Shui Po	21 900	22 100	21 600
Yau Tsim Mong	13 900	13 600	13 100
Kowloon City	22 000	22 100	22 900
Wong Tai Sin	16 900	16 600	15 900
Kwun Tong	33 700	33 300	32 500
Tsuen Wan	15 200	15 300	15 300
Tuen Mun	24 000	25 100	25 000
Yuen Long	31 800	32 300	31 900
North	16 300	16 300	16 100
Tai Po	14 400	14 900	15 200
Sha Tin	35 500	36 000	35 400
Sai Kung	23 800	24 000	24 200
Islands	10 300	11 600	11 800
Kwai Tsing	22 200	22 000	21 500
All districts	352 500	355 900	352 000

Notes:

- (1) The projections of school-age population residing in Hong Kong are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) The population aged 12 to 17 are considered suitable for secondary education (i.e. S1 to S6).
- (3) Figures refer to the projected numbers of local individuals (i.e. Hong Kong usual residents) aged 12 to 17 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. Individuals under the age of 12 or over the age of 17 may also receive secondary education.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB057

(Question Serial No. 2251)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

As shown in the indicators provided by the Education Bureau, the teacher wastage rates of kindergartens (KGs), primary and secondary schools remained high. Among them, the situation in KGs was the most acute, with the wastage rate reaching a record high at 19.1%, indicating that nearly 1 in 5 KG teachers opted not to continue teaching. The situation was absolutely worrying. In this connection, please advise this Committee of the following –

- (1) the numbers of drop-out teachers and wastage rates of KG teachers in Hong Kong, the years of service, academic qualifications and salaries of these teachers in the past 5 school years (the 2019/20 to 2023/24 school years), with the figures set out in table form;
- (2) the numbers of drop-out teachers and wastage rates of primary school teachers in Hong Kong, the years of service, academic qualifications and salaries of these teachers in the past 5 school years (the 2019/20 to 2023/24 school years), with the figures set out in table form;
- (3) the numbers of drop-out teachers and wastage rates of secondary school teachers in Hong Kong, the years of service, academic qualifications and salaries of these teachers in the past 5 school years (the 2019/20 to 2023/24 school years), with the figures set out in table form; and
- (4) whether assessment has been made of the impact of continuing teacher wastage on the quality of teaching, and whether specific policies or measures, including establishing a KG teacher salary scale and improving the remuneration package, benefits and promotion prospects for teachers, are put in place for teacher retention so as to prevent the aforesaid situation from deteriorating and maintain the quality of teaching.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 27)

Reply:

(1)

The number of drop-out teachers and wastage rates of teachers in kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) in the 2019/20 to 2023/24 school years, their average years of service, average monthly salaries and academic qualifications are tabulated below –

School year	No. of drop-out teachers	Wastage rate (%)	Average years of service	Average monthly salary	No. of teachers holding a Certificate in Early Childhood Education or above qualifications
2019/20	1 263	11.6	12.0	\$25,494	1 152
2020/21	1 034	9.4	12.5	\$26,277	965
2021/22	1 355	12.5	12.7	\$28,479	1 304
2022/23	1 810	17.5	13.0	\$28,914	1 726
2023/24 (Provisional figures)	1 839	19.3	11.2	\$29,053	1 778

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers concerned in the preceding school year. “Drop-out teachers” of KGs refer to the teachers who were serving in Scheme-KGs in the preceding school year but were no longer serving in any KGs in the school year concerned.
- (3) “A Certificate in Early Childhood Education or above qualifications” refers to a Certificate in Early Childhood Education, Bachelor’s Degree in Early Childhood Education or Post-graduate Diploma in Education (Early Childhood Education).

(2) and (3)

As the Education Bureau (EDB) at present does not collect information on the salaries of drop-out teachers, relevant statistics are not available. Besides, as EDB has started collecting information on the length of service of in-service primary and secondary school teachers since the 2023/24 school year, relevant statistics will only be available starting from the 2024/25 school year onwards.

Under the all-graduate teaching force policy, all teacher posts within the approved establishment of public sector schools are graduate teacher posts. In principle, only teachers without a local bachelor’s degree (or equivalent) or those who choose not to be regraded as graduate teachers of their own accord will remain in the non-graduate teacher posts. Hence, the number of non-graduate teachers on the approved establishment has continued to decrease. The numbers of drop-out teachers and wastage rates of teachers within the approved establishment in public sector primary schools (government and aided) and secondary schools (government, aided and caput) and their academic qualifications from the 2019/20 to 2023/24 school years are set out at Annex.

(4)

EDB has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement,

pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. With the declining school-age population, the demand for teachers would decrease correspondingly. We will continue to monitor the situation and maintain close communication with the school sector.

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

As for KGs which are all privately run in Hong Kong, they are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways.

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

On teachers' career ladder, given the diversity of the sector, KGs are allowed to take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangement of teachers. Besides, as KGs' mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows

them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector. We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing better KG education to students.

**Numbers of drop-out teachers and wastage rates of teachers
within the approved establishment in public sector primary and secondary schools
and their academic qualifications from the 2019/20 to 2023/24 school years**

School year	Teachers with bachelor's degree or above		Teachers without a bachelor's degree	
	No. of drop-out teachers	Wastage rate (%)	No. of drop-out teachers	Wastage rate (%)
Primary schools (government and aided)				
2019/20	560	2.9	30	5.9
2020/21	600	3.0	40	9.5
2021/22	1 250	6.2	50	15.0
2022/23	1 530	7.7	50	18.3
2023/24 (Provisional figures)	1 270	6.5	20	12.6
Secondary schools (government, aided and caput)				
2019/20	750	3.8	30	11.6
2020/21	800	4.1	20	10.3
2021/22	1 480	7.5	30	15.3
2022/23	1 840	9.4	30	18.7
2023/24 (Provisional figures)	1 360	7.0	20	17.0

Note:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Numbers of teachers are rounded to the nearest 10.
- (3) "Wastage rate" refers to the number of "drop-out teachers" as a percentage of the total number of teachers concerned in the preceding school year. "Drop-out teachers" of the public sector ordinary schools refer to the teachers who were serving in public sector ordinary schools in the preceding school year but were no longer serving in any local ordinary schools in the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 2254)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

It is an irresistible trend for the new generation of Hong Kong to gain insights into the latest developments of the Mainland. Not only does it allow them to ascertain their positioning and competitive edge, but also helps foster their sense of national identity. Regarding the provision of a grant for secondary schools to organise study tours exploring workplaces in the Greater Bay Area, will the Government advise this Committee of –

- (1) the manpower and estimated expenditure involved in the provision of funding;
- (2) the details of the study tours arranged for students in the coming year, including but not limited to the estimated number of participating students and expenditure involved; and
- (3) how the effectiveness of the relevant work will be evaluated, and how the Government will encourage more secondary schools to join the programme?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 30)

Reply:

(1) and (2)

Starting from the 2023/24 school year, the Education Bureau (EDB) has launched the 5-year “Greater Bay Area Career Exploration Tours” Programme (the Programme), under which public sector schools and Direct Subsidy Scheme schools offering the local senior secondary curriculum can arrange study activities in the Greater Bay Area (GBA) for senior secondary students, such as career exploration activities and enterprise visits. Schools may either join the study tours under the “Greater Bay Area Career Exploration Tours” organised by EDB or apply for a grant of \$100,000 to arrange their own school-based study tours. Through personal observation and experience gained in these tours, senior secondary students will deepen their understanding of the latest developments of various industries in the GBA, including the talent needs of various industries in the GBA, the development of Hong Kong enterprises in the GBA and the collaboration among enterprises in the two places. In the

2023/24 and 2024/25 school years, the estimated number of participating students of the Programme and the expenditure involved are as follows –

School year	No. of students	Expenditure (\$ million)
2023/24 ⁺	6 000	10.4
2024/25 ⁺⁺	12 000	20.8

⁺ Provisional figures

⁺⁺ Estimated figures

As promoting life planning education is part of the regular work of EDB, the manpower and administrative expenditure involved are subsumed under EDB's overall expenditure, and a breakdown is therefore not available.

(3)

All participating schools are required to include the details, financial reports and evaluation reports of the activities in their School Report for the respective school year upon completion of the study tours, and upload the School Report endorsed by the Incorporated Management Committees / School Management Committees to the school website for information of stakeholders (including teachers and school staff, parents, students, etc.). EDB will also take the opinions of schools and students into consideration when reviewing and enhancing the Programme in the future.

EDB has already issued a circular memorandum and organised a briefing session to introduce the Programme to schools and encourage eligible schools to participate. In addition, EDB will organise sharing sessions and invite schools that have participated in the Programme to share their good practices, thereby encouraging more schools to participate in the Programme.

- End -

CONTROLLING OFFICER'S REPLY

EDB059

(Question Serial No. 2255)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Financial Secretary indicated that the Government will facilitate the establishment of universities of applied sciences (UAS) to promote the upgrading of vocational and professional education and training (VPET) to the post-secondary education level. In this connection, please advise this Committee of the following –

- (1) What is the amount of provision set aside for the promotion of UAS and that of the additional start-up fund?
- (2) What is the number of existing programmes or courses pitched at Levels 5 to 7 of the Qualifications Framework? When UAS are expected to be in official operation? What are the estimated intake of UAS and tuition fees to be charged?
- (3) There have been misconceptions and prejudices about VPET in the community. In addition to establishing UAS, are there any other initiatives to enhance the publicity for VPET and promote VPET as a preferred option, such as setting up a fund to encourage employers to subsidise their employees' pursuit of post-secondary VPET programmes and provide these employees with opportunities for further studies? If yes, what are the details; if no, what are the reasons?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 31)

Reply:

(1) to (3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning

opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next five to ten years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

In addition, to further strengthen the positioning of VPET at degree level, we will provide additional support for applied degree programmes through the Study Subsidy Scheme for Designated Professions/Sectors, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. It has also been announced in the 2024-25 Budget that the Government has set aside some \$680 million to support the Vocational Training Council's (VTC) efforts to enhance VPET. The specific use of the provision includes extending the Pilot Incentive Scheme to Employers (PISE) and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (the Pilot Subsidy Scheme) for five years, stepping up support for student-exchange activities, strengthening assistance to students with special educational needs and encouraging employers to provide workplace learning opportunities, etc. The Education Bureau is liaising closely with VTC on the launch and implementation details of various initiatives, and will evaluate and review their effectiveness in a timely manner. And, the Government established the Steering Committee on Promotion of VPET and Qualifications Framework in 2020 to collect the views from different stakeholders and further promote the development of VPET in Hong Kong through a more innovative and coordinated approach. Publicity for VPET has been rolled out through diverse channels, including large-scale events, online platforms, social media, various forms of advertisements, etc. We will continue to step up efforts to promote the development of VPET at different levels.

- End -

CONTROLLING OFFICER'S REPLY

EDB060

(Question Serial No. 3111)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of various measures in public sector primary and secondary schools to support students with diverse educational needs, will the Government advise this Committee of the following –

1. the numbers of students with special educational needs in primary and secondary schools in the past 3 years, and their percentage shares in the total number of students;
2. the numbers of primary and secondary schools provided with the Learning Support Grant and the total provision in each of the past 3 years;
3. the numbers of primary and secondary schools provided with the School-based Educational Psychology Service (SBEPS) and the total provision in each of the past 3 years;
4. the ratios of educational psychologists to schools in the past 3 years, details regarding the Enhanced SBEPS in the future, and the manpower and resources involved; and
5. according to surveys, the long waiting time for student assessment centres or pre-school rehabilitation services renders it ineffective in the early identification of students with special needs and in addressing their needs, potentially causing delays in treatment and intervention. Will the Government consider setting a performance pledge on waiting time? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 40)

Reply:

(1)

The numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools, and their respective percentage shares in the number

of students studying in public sector ordinary primary and secondary schools in the 2020/21 to 2022/23 school years are tabulated as follows –

School year	2020/21	2021/22	2022/23
Primary	28 650 (9.8%)	29 310 (10.5%)	29 910 (11.2%)
Secondary	27 990 (10.9%)	29 580 (11.6%)	31 050 (12.4%)

(2)

To help public sector ordinary schools implement integrated education, on top of regular subvention, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. The Learning Support Grant (LSG) is a major additional resource. Schools may flexibly and strategically deploy the additional manpower and LSG, and pool together other school-based and community resources to provide appropriate support to students in need. In the 2020/21 to 2022/23 school years, all public sector ordinary primary and secondary schools were provided with LSG, involving an expenditure of \$764 million, \$788 million and \$806 million respectively. The numbers of public sector ordinary primary and secondary schools provided with LSG are tabulated as follows –

School year	No. of schools		
	2020/21	2021/22	2022/23
Primary	455	456	456
Secondary	389	389	388

(3) and (4)

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

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

Starting from the 2016/17 school year, EDB has been progressively providing the Enhanced SBEPs to public sector ordinary primary and secondary schools with a comparatively large number of students with SEN by gradually increasing the educational psychologist (EP) to school ratio to 1:4, with a view to assisting schools in providing a more comprehensive and regular intervention service for students in need, while also strengthening the preventive and development work. In the 2023/24 school year, the Enhanced SBEPs was provided to 448 schools. EDB will continue to implement the service, aiming to benefit about 60% of

public sector ordinary primary and secondary schools. SBEPS is provided by EPs employed by EDB and school sponsoring bodies (SSBs). As EPs are deployed by EDB and SSBs on the basis of the number of schools while the number of students served is not the major consideration for deployment, we do not have figures on the EP to student ratio. The EP establishment for SBEPS (including the Enhanced SBEPS) and the total expenditure involved in the 2020/21 to 2023/24 school years are tabulated as follows –

School year	2020/21	2021/22	2022/23	2023/24 (Revised estimate)
EP establishment	161	181	186	198.5
Expenditure (\$ million)	170	176	171	211

(5)

The Government has been adopting the principles of early identification, early intervention and cross-sector collaboration to provide various services for children with special needs through the concerted efforts of different bureaux and departments. The Department of Health (DH) provides assessment services, while the Social Welfare Department (SWD) provides pre-school rehabilitation services.

The Child Assessment Service (CAS) of DH provides comprehensive professional assessments to children under 12 years of age who are suspected to have developmental problems. In the past 5 years, all new cases referred to CAS were seen by nurses within 3 weeks after registration. CAS has adopted a triage system to ensure that children with urgent and more serious conditions are accorded with higher priority for assessment upon the preliminary assessment conducted by the nurse at registration.

SWD provides subvention to non-governmental organisations for operating pre-school rehabilitation services to children under 6 years of age who have not yet started primary education but have been assessed to have special needs. These services include the On-site Pre-school Rehabilitation Services (OPRS), Early Education and Training Centres (EETCs), Integrated Programme in Kindergarten-cum-Child Care Centres (IP) and Special Child Care Centres (SCCCs). There has been a continuous improvement in the waiting time for these services. The average waiting times for various pre-school rehabilitation services in the past 3 years are tabulated as follows –

Service type	Average waiting time (month) ^{Note}		
	2020-21	2021-22	2022-23
OPRS	5.2	4.3	4.2
EETCs	8.0	5.4	5.0
IP	8.0	6.3	5.3
SCCCs	19.9	20.2	19.3

^{Note} As the average waiting time is compiled on a financial year basis covering the 1st day of April of a year to the 31st day of March of the next year, the figure for 2023-24 is not yet available.

The Government has set an objective to achieve “zero waiting time” for OPRS in 2024-25. Starting from December 2023, teams from both OPRS and the regularised and integrated Tier-1 Support Services have gradually been providing support services to children waitlisted for OPRS in a bid to achieve “zero waiting time” from 2024-25 onwards.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 2862)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) provides free and universal schooling for every child in the relevant age group attending public sector primary schools, and further improves the quality of primary education. In this connection, please advise this Committee of the following –

- a. the estimated expenditure earmarked for providing the Enhanced School-based Speech Therapy Service (SBSTS) to all public sector primary schools;
- b. the number of students served, the number of school-based speech therapists (SBSTs) involved, the cost of employing SBSTs and the average processing time of cases in respect of SBSTS in each of the past 3 years;
- c. further to the above question, the average waiting time for students to receive speech therapy service; and
- d. whether EDB will regularly review the effectiveness and quality of SBSTS; if yes, of the details; if no, of the reasons.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 29)

Reply:

(a) to (c)

The School-based Speech Therapy Service (SBSTS) aims to allow schools to formulate and implement more comprehensive and flexible support plans, according to the diverse needs of students with speech and language impairment (SLI) in their schools, in line with the direction of school development, thereby enhancing the language, communication and learning abilities of these students and all other students in the school. Starting from the 2019/20 school year, the Education Bureau (EDB) has implemented the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) by phases in public sector ordinary schools, to allow schools to form school clusters to create regular school-based speech therapist (SBST) posts. The Enhanced SBSTS was fully implemented in the 2023/24 school year.

SBSTs would, based on students' need, formulate appropriate school-based follow-up plans and provide curriculum and learning-based support with their expertise, including in-class support, group training or individual therapy, thereby enhancing students' communication and language-related learning abilities. SBSTs also strengthen the knowledge among teachers and parents about speech and language problems, enabling them to early identify students with speech and language problems and integrate the support strategies into everyday teaching, benefitting all students, including students with SLI. Schools can immediately refer students in need to SBSTs for follow-up according to the students' conditions. Hence, there is generally no need to wait for the service. As the support received by students is generally integrated into classroom learning, individual or group training and school activities at various levels, a breakdown of case processing time is not available.

The information regarding the implementation of the Enhanced SBSTS in public sector ordinary schools in the 2020/21 to 2022/23 school years is tabulated as follows –

School year	School level	No. of students with SLI ^{Note}	SBST posts	Expenditure (\$ million)
2020/21	Primary	25 570	200	138.2
	Secondary	6 650		
2021/22	Primary	26 370	283	193.9
	Secondary	8 680		
2022/23	Primary	27 390	348	246.4
	Secondary	10 710		

Note: Including students with SLI and those with other types of special educational needs simultaneously.

The estimated expenditure for the Enhanced SBSTS in the 2023/24 school year is about \$305 million.

(d)

EDB attaches great importance to the quality of SBSTS and has been facilitating the establishment and enhancement of self-evaluation mechanisms in schools. Schools are required to assess the effectiveness of SBSTS implementation through various means. EDB also provides tools such as effectiveness review forms and stakeholder surveys for schools' reference and use, in order to support the self-evaluation work of schools. EDB's specialist staff have been providing regular professional support regarding the implementation of SBSTS. In addition to maintaining communication with principals, Special Educational Needs Coordinators, etc., they also render professional support to SBSTs, including observing speech therapy services at schools, reviewing relevant service documents, and understanding the treatment progress of individual students, to ensure the quality of service.

- End -

CONTROLLING OFFICER'S REPLY

EDB062

(Question Serial No. 2863)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) provides free and universal primary and secondary education for children with special educational needs in the relevant age group attending public sector special schools, and further improves the quality of special education. In this connection, please advise this Committee of the following –

- a. the estimated expenditure earmarked for providing the Life-wide Learning Grant (LWLG) for public sector special schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- b. the amount of expenditure incurred by EDB in providing LWLG for public sector special schools in each of the past 5 years;
- c. the names of public sector special schools that applied for LWLG, the number of applications, and the expenditure involved in each of the past 5 years; and
- d. whether EDB will regularly review if LWLG has met the needs of public sector special schools and make appropriate adjustments to the grant amount; if yes, of the details; if no, of the reasons.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 30)

Reply:

(a) to (d)

To encourage schools to provide students with more diversified experiential learning activities outside the classroom, starting from the 2019/20 school year, the Education Bureau (EDB) has provided a recurrent Life-wide Learning Grant (LWLG) for all public sector schools (including special schools) annually. With a total annual provision of about \$900 million, LWLG serves to support schools in taking forward life-wide learning on the present foundation with enhanced efforts. The number of special schools receiving LWLG and the amount of grant for the 2019/20 to 2023/24 school years are tabulated as follows –

School year	No. of special school beneficiaries[@]	Amount of the grant (\$ million)
2019/20	61	37
2020/21	61	38
2021/22	62	39
2022/23	62	40
2023/24 ⁺	62	41

[@] LWLG is a recurrent grant provided to all public sector schools (including special schools) annually.

⁺ The relevant amounts of grant are provisional figures.

LWLG comprises a school-based component and a class-based component. The grant amount will be adjusted annually in accordance with the movement of the Composite Consumer Price Index. Given their operational needs, public sector schools (including special schools) are allowed to retain an amount of unspent balance up to 12-month provision of LWLG disbursed for each school year and carry it forward for use in the subsequent school year, and to top up LWLG by deploying the surplus under the Expanded Operating Expenses Block Grant and/or other grants, thus increasing schools' flexibility when using LWLG to support students' life-wide learning.

Schools are required to observe relevant EDB guidelines when using LWLG. In line with the principle of school-based management, schools are required to incorporate the plan on the use of LWLG for the school year into the Annual School Plan for endorsement by their Incorporated Management Committees, and upload the relevant report onto the school website. In general, schools are able to make use of LWLG to organise out-of-classroom experiential learning activities, enrich students' learning experiences and procure equipment for promoting life-wide learning, among others.

- End -

CONTROLLING OFFICER'S REPLY

EDB063

(Question Serial No. 2866)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) implements the cross-sectoral Qualifications Framework, which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels. EDB also implements the Diploma of Applied Education Programme, which has replaced the Diploma Yi Jin Programme starting from the 2023/24 academic year, to provide an alternative pathway for secondary six school leavers and adult learners to gain a formal qualification for employment and continuing education. In this connection, please advise this Committee of the following –

- (a) the number of programmes, the number of students and the expenditure involved in the publicly-funded Diploma of Applied Education Programme;
- (b) the percentage of students pursuing further studies for associate degrees or equivalent qualifications after completing the Diploma of Applied Education Programme;
- (c) the percentage of students having found employment in related fields after completing the Diploma of Applied Education Programme; and
- (d) the estimated numbers of students pursuing the publicly-funded Diploma of Applied Education Programme, Diploma of Vocational Education and Diploma of Foundation Studies in 2024/25, and the estimated expenditures involved.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 33)

Reply:

(a) to (c)

The Education Bureau (EDB) launched the Diploma of Applied Education (DAE) Programme in the 2023/24 academic year, which is offered by 8 post-secondary institutions and with 3 690 full-time students. Since the 2023/24 academic year has not yet ended, relevant figures on expenditures, part-time students and graduates are not available.

(d)

DAE Programme is expected to provide about 4 000 full-time places and 3 500 part-time places in the 2024/25 academic year. Subject to the actual circumstances, the institutions concerned may make adjustments as necessary to meet the demands. The estimated expenditure for DAE Programme is about \$100 million per academic year, which covers the expenses of tuition fee reimbursement, support services for students and teachers, maintenance and updating of the Learning Management System, and publicity work, etc.

The estimated numbers of students of the publicly-funded full-time Diploma of Vocational Education and Diploma of Foundation Studies programmes offered by the Vocational Training Council (VTC) in the 2024/25 academic year are 4 735 and 4 350 respectively. The relevant expenditure is part of VTC's total expenditure. VTC does not maintain a breakdown of the expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB064

(Question Serial No. 2867)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) supports activities which contribute to the wider involvement in education and development of professionalism. EDB provides subvention to the Hong Kong Education City Limited (HKECL) for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform. In this connection, please advise this Committee of the following –

- a. the amount of subvention for expenses and maintenance fees of the e-platform in each of the past 5 years;
- b. further to the above question, the respective numbers of schools, teachers, students and parents using HKECL e-platform in the past five years; and
- c. the details of measures taken by the Government to ensure the effectiveness of HKECL e-platform in providing quality education information and resources.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 34)

Reply:

a. to c.

The Hong Kong Education City Limited (HKEdCity) is a wholly owned company of the Government. Its one-stop professional education portal (edcity.hk) combines information, resources, interactive communities and online services to facilitate the interactive exchange of teaching resources and information among schools and teachers, encourage students to make effective use of e-learning resources, and support parents in nurturing their children to thrive and learn for the promotion of whole person development and lifelong learning. HKEdCity provides the education sector with diversified education information and resources, including the Resources Depository, e-bookshelf, AI learning platform, the Education Bureau (EDB) Educational MultiMedia, as well as learning platforms and resources on teenagers' personal growth.

The amount of government subvention received by HKEdCity, as well as the respective numbers of schools, teachers, students and parents using its e-platform in the past 5 years are as follows –

School year	Amount of subvention (Note) (\$million)	No. of schools	No. of users		
			Teachers	Students	Parents
2018/19	41.7	866	83 538	586 017	21 407
2019/20	43.1	934	92 751	620 026	31 185
2020/21	57.1	947	103 977	630 286	33 453
2021/22	49.5	966	113 659	606 621	29 709
2022/23	50.4	970	117 277	590 987	23 818

Note: All the expenditure related to the operation of the e-platform is included.

EDB's representatives serve as the shareholders of HKEdCity, and all the members of HKEdCity Board of Directors are appointed by EDB. The Board of Directors is responsible for regularly monitoring and advising on HKEdCity's operation, including the one-stop professional education portal, as well as overseeing the business development of HKEdCity, so as to ensure its delivery of quality education information and resources via its e-platform. In addition, HKEdCity conducts user survey every year and gauges users' satisfaction through relevant teacher organisations, with a view to enhancing its service quality.

- End -

CONTROLLING OFFICER'S REPLY

EDB065

(Question Serial No. 2868)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) strengthens the professional preparation and continuing professional development of school principals and teachers, and provides resources for other services for specific educational purposes. In this connection, please advise this Committee of the following –

- (a) the number of teacher training participants and the average expenditure per participant in the past 5 years;
- (b) how EDB will review the expenditure on various programmes to effectively utilise the resources; and
- (c) further to the above question, how EDB will evaluate the effectiveness of various professional programmes.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 35)

Reply:

(a) to (c)

The Education Bureau (EDB) attaches great importance to the professional quality of the teaching force and is committed to enhancing the professional competence of principals and teachers through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has laid down a training framework and related requirements for newly-joined teachers, teachers aspiring for promotion and in-service teachers. Newly-joined teachers are required to complete 30 hours of core training and not less than 60 hours of elective training within the first 3 years of service. Teachers aspiring for promotion are required to complete 30 hours of core training and 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of elective training within 5 years prior to promotion. In-service teachers are required to spare a minimum of 30 hours, in each three-year cycle, to take part in 2 categories of

professional development programmes/activities, namely Teachers' Professional Roles, Values and Conduct and Local, National and International Education Issues, with not less than 6 hours spent on each category.

The above core training has already rolled out since November 2020. As at end-February 2024, EDB has organised 46 workshops on Teachers' Professional Identity and 67 "T-standard" Online Courses for about 6 600 and 5 700 newly-joined teachers respectively, as well as 27 workshops on Professional Conduct and Values for about 6 800 teachers aspiring for promotion. Apart from explaining the professional roles of teachers, there are case studies reminding teachers of their responsibilities to uphold professionalism, protect students' wellbeing and safeguard the education profession. Meanwhile, EDB has also held a total of 63 training sessions relating to the Constitution, the Basic Law and national security education for about 18 000 principals and teachers.

In addition, newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools are required to participate in Mainland study tours, and EDB also organises Mainland study tours for in-service teachers, so that teachers can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of the country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons and strengthening their abilities to nurture students' sense of national identity. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total.

Regarding the training for principals, newly-appointed principals in public sector schools or schools under Direct Subsidy Scheme are required to complete the designated professional development programmes including Professional Development Programme for Newly-appointed Principals and the Leadership Enhancement Programme for Primary and Secondary School Principals (Enhancement Programme) offered by EDB. The two-year Professional Development Programme for Newly-appointed Principals focuses on enhancing the management knowledge and skills of principals. In the past 5 years, about 450 principals participated in this Programme. EDB has commissioned the National Academy of Governance to organise the Enhancement Programme since the 2017/18 school year. Through the study tours and exchanges, seminars, visits to advanced organisations on management strategies and job shadowing with outstanding school leaders, etc., principals will be further enlightened of the appropriate strategies and abilities in leading their schools. In the past 5 years, the Enhancement Programme was suspended from 2020 to 2022 due to the epidemic, and about 270 principals participated in the Enhancement Programme in 2019 and 2023.

EDB attaches great importance to the quality of professional exchange activities for teachers. All the Mainland professional training and exchange activities for teachers are managed by and/or organised with the assistance of EDB's officers of professional grades. Throughout the process, EDB's officers maintain close communication with relevant Mainland authorities and institutions to ensure that the design and contents of the activities are effective in promoting the professional development of teachers and principals. As for evaluation, EDB has put in place regular mechanisms to evaluate the activities through different means including holding quality assurance meetings with the service providers, attending the

activities to observe the appropriateness of the contents and collect participants' immediate responses, conducting questionnaire surveys, arranging interviews and post-activity sharing sessions, etc., so as to gauge participants' feedback for the activities. On the whole, the feedback from principals and teachers on various training programmes was positive. EDB reviews the effectiveness of training programmes from time to time to ensure the proper use of public funds. Since the expenditures and estimates involved in principal and teacher training are subsumed within the overall expenditure of EDB, a breakdown or average expenditure are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 2869)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) will strengthen parent education by taking forward the Positive Parent Campaign, developing the curriculum frameworks on parent education for various school levels by phases, organising parent education courses and developing e-learning resources with reference to the frameworks. For parents of non-Chinese speaking (NCS) students, specific parent education programmes are provided for 5 years starting from the 2020/21 school year. In this connection, please advise this Committee of the following –

- a. the numbers of activities, the numbers of participants and the expenditures involved in parent education courses in the past 5 years;
- b. the numbers of e-learning resources developed, the numbers of users and the expenditures involved in the past 5 years; and
- c. whether EDB will deploy additional resources, such as e-learning resources in different languages, for parent education programmes designed for parents of NCS students; if yes, of the details; if no, of the reasons.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 36)

Reply:

(a) to (b)

The Education Bureau (EDB) adopts a “parent-based” and “schools as a primary platform and the community as complementary” approach in promoting parent education. To enable parents to acquire the necessary parenting knowledge and skills in a more systematic manner, EDB has commissioned a post-secondary institution to develop the curriculum frameworks on parent education in phases. The Curriculum Framework on Parent Education (Kindergarten) and the Curriculum Framework on Parent Education (Primary School) were introduced in September 2021 and December 2022 respectively, and the Curriculum

Framework on Parent Education (Secondary School) will be introduced in mid-2024. Upon the launch of the curriculum frameworks, EDB provided kindergartens (KGs) joining the Kindergarten Education Scheme with an additional one-off subsidy of \$90,000 to \$100,000 in the 2021/22 school year; a one-off grant of \$200,000 on parent education for all publicly-funded primary schools in Hong Kong in the 2022/23 school year; and a one-off grant of \$200,000 for publicly-funded secondary schools in the 2023/24 school year, with a view to supporting schools in embarking on structured school-based parent education programmes or activities with reference to the curriculum frameworks.

EDB has also commissioned post-secondary institutions or non-governmental organisations to organise parent education programmes and activities with reference to the curriculum frameworks, for parents of KG and primary students (including non-Chinese speaking (NCS) parents). In the 2018/19 to 2022/23 school years, the numbers of parent education programmes and activities conducted by EDB, the numbers of participants and the expenditures involved are tabulated as follows –

School year	No. of programmes and activities	No. of participants	Expenditure (\$ million)
2018/19	15	1 285	0.22
2019/20	12	1 065	0.13
2020/21	50	2 814	2.24
2021/22	60	3 726	2.55
2022/23	66	2 809	3.86

In addition, EDB has launched the “Smart Parent Net”, a one-stop parent education website, to provide parents with easy access to information on supporting the physical and psychological development of their children. Various e-learning resources, including exemplars that illustrate the curriculum frameworks, parent education resource packages, thematic video clips and articles, were also developed to facilitate parents’ self-learning. From the 2018/19 to 2022/23 school years, EDB enriches the e-learning resources on an ongoing basis, the numbers of which and the expenditures involved are tabulated as follows –

School year	No. of e-learning resources	Expenditure (\$ million)
2018/19	12	0.15
2019/20	19	0.85
2020/21	30	0.50
2021/22	48	2.07
2022/23	40	1.58
Total	149	5.15

Since these e-learning resources are disseminated through various platforms, a breakdown of actual usage is not available.

(c)

Starting from the 2020/21 school year, EDB has been providing a series of parent education programmes tailored for NCS parents, including commissioning a post-secondary institution and non-governmental organisations to provide diversified parent education programmes for parents of NCS students. These programmes, comprising talks, workshops, exhibitions,

community exploration and interviews, aim to help NCS parents support their children's learning, encourage their children to master the Chinese language, and have a more comprehensive understanding of the multiple pathways available to their children. Besides, we have commissioned a post-secondary institution to develop an e-learning resource kit specifically designed for NCS parents. The resource kit, to be introduced in 2024, will be available in different languages to cater for the needs of NCS parents. The initiative involves a 5-year non-recurrent expenditure totalling about \$15 million. We will continue to review the implementation and effectiveness of the related initiatives to enhance the contents and modes of the NCS parent education programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB067

(Question Serial No. 2870)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is stated under this Programme that the Education Bureau (EDB) facilitates the provision of diversified and flexible pathways with multiple entry and exit points for local students to pursue post-secondary education, and enhances Hong Kong's development as an international education hub. In this connection, please advise this Committee of the following –

- (a) the details of how the \$100 million funding will be allocated for forming the Alliance of Universities in Applied Sciences (the Alliance);
- (b) whether EDB will consider increasing the funding to enlist more institutions; if yes, of the details; if no, of the reasons; and
- (c) the publicity expenses incurred for promoting the Alliance.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 37)

Reply:

(a) to (c)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan

University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB068

(Question Serial No. 3104)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In this year's Budget, the Education Bureau (EDB) has set out multiple measures under the Programme to promote e-learning at schools, including supporting the \$2-billion programme, funded by the Quality Education Fund (QEF), to assist schools in implementing the blended mode of learning and teaching under the new normal. Specifically, \$1.5 billion is allocated for schools' application for funding to purchase mobile computer devices and portable Wi-Fi routers for loan and/or provide mobile data cards to financially needy students. Besides, \$500 million is allocated for supporting the provision of ancillary facilities for implementation of e-learning at schools. In this connection, please advise this Committee of the following –

- (a) the number of applications for QEF's funding from local kindergartens (KGs), as well as the amount involved in the past 5 years;
- (b) further to the above question, whether EDB will review the effectiveness of the promotion of national education, national security education, as well as media and information literacy education; if yes, of the details; if no, of the reasons;
- (c) whether EDB will assess the amount of expenditures on various activities and review the deployment of relevant resources; if yes, of the details; if no, of the reasons; and
- (d) whether EDB will allocate more resources to promoting QEF programmes and attracting more applications from KGs; if yes, of the details; if no, of the reasons.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 38)

Reply:

(a) and (d)

The Education Bureau (EDB) has been optimising the usage of the Quality Education Fund (QEF) to support schools' development needs and enhance the quality of education with the introduction of priority themes and theme-based funding programmes in order to meet the education development needs in Hong Kong. QEF has launched different theme-based funding programmes in recent years, including the Dedicated Funding Programme for

Publicly-funded Schools, the “My Pledge to Act” Funding Programme and the Enhanced “My Pledge to Act” Funding Programme, thereby enabling schools (including kindergartens (KGs)) to launch school-based pilot or improvement projects to enhance their learning and teaching as well as support for students. QEF also encourages and facilitates applications for funding from schools to enhance the quality of education through various strategies, such as organising consultation sessions and proposal writing workshops, extending the implementation period of individual funding programmes, and putting in place streamlined procedures. In the past 5 school years, QEF has received a total of over 800 funding applications submitted by KGs with total funding sought exceeding \$190 million. QEF will continually promote and publicise good practices and experiences of QEF funded projects through various strategies, such as thematic dissemination activities and the Learning and Teaching Expo, to encourage the good use of QEF by schools for enhancing their quality of education.

(b) and (c)

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

For projects funded by QEF, the grantees shall be responsible for reviewing the project effectiveness. They should submit reports to QEF as scheduled for evaluating and monitoring the progress, effectiveness and resource utilisation of the projects. QEF assesses the implementation and effectiveness of the projects through various means, for example, through reviewing the reports submitted by grantees and conducting interviews with them. QEF will also holistically review the implementation and effectiveness of various programmes and optimise the relevant implementation strategies as necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB069

(Question Serial No. 3201)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Programme that the Education Bureau (EDB) facilitates the provision of diversified and flexible pathways with multiple entry and exit points for local students to pursue post-secondary education, to enhance Hong Kong's development as an international education hub, and to provide, through subventions to the Vocational Training Council, vocational and professional education and training to enable students to acquire skills and knowledge that prepare them for employment and equip them with the foundation for lifelong learning. In this connection, please advise this Committee of the following –

- (a) Please set out the numbers of participants in the Training and Support Scheme (TSS), the types of programmes offered under TSS, and the expenditures involved in the past 5 years.
- (b) Further to the question above, will EDB review whether the 1 200 training places provided in each cohort of TSS suffice to meet public needs? If yes, what are the details? If no, what are the reasons?
- (c) Will follow-up and support services be provided for trainees upon completion of training under TSS? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 40)

Reply:

(a) to (c)

The Government has implemented the Training and Support Scheme (TSS) (also known as VTC Earn & Learn Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised TSS since the 2019/20 academic year. Trainees participating in TSS take up jobs at varying technical levels in a wide range of industries every year. The industries benefitted from TSS and the numbers of trainees of the relevant programmes in the past 5 years are tabulated below –

Professional field	Industry and relevant programme	Academic year and no. of trainees under TSS				
		2019/20	2020/21	2021/22	2022/23	2023/24 [#]
Engineering and Technology	Building Services and Management	208	289	202	236	210
	Construction	144	115	160	201	149
	Electrical Engineering	325	338	229	277	222
	Mechanical Engineering	65	125	149	86	107
	Electronic and Information Technology	38	65	88	142	165
	Environment and Conservation	-	12	10	4	0
Transportation	Automobile	74	99	71	93	79
	Aviation	14	0	0	5	9
Design, Jewellery, Creative Industry	Design and Printing	7	11	11	7	3
	Jewellery and Watches	4	2	3	2	4
Healthcare Services	Healthcare Services	12	6	20	23	11
Testing and Certification	Testing and Certification	5	0	14	2	11
Sub-total		896	1 062	957	1 078	970

Notes:

“-” Denotes that no relevant programmes are offered for the industry under TSS in the academic year concerned.

Figures as at 29 February 2024.

The amounts of government funding approved under TSS in the past 5 years are tabulated below –

Financial year	Amount of government funding approved (HK\$'000)
2019-20	71,521
2020-21	67,740
2021-22	73,475
2022-23	69,086
2023-24	76,063

VTC conducts a survey for trainees who complete TSS in order to examine whether they will stay in the respective industries for career development or intend to pursue further studies in the relevant professional fields. Should the graduates have issues concerning their further studies, VTC would render assistance as appropriate. VTC also maintains close communication with industry representatives so that these schemes can meet the needs of the industries, facilitate the development of emerging industries, and provide sufficient training places for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB070

(Question Serial No. 3296)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

It is stated under the Programme that the Education Bureau will provide good quality and highly affordable kindergarten education, and enhance the accessibility of students to different modes of services that suit children's specific needs, while maintaining vibrancy, diversity and uniqueness of kindergarten education in Hong Kong. In this connection, please advise this Committee of the following –

- a. How much provision has been earmarked to cover the estimated expenditure for the launching of "Guangdong-Hong Kong Sister Kindergarten Exchange Programme" (the Exchange Programme), and what are the details of the average expenditure for each programme?
- b. Further to the above question, what is the amount of administrative expenses to be incurred by the Exchange Programmes?
- c. How will the Bureau publicise and promote the Exchange Programme? How much expenditure will be involved?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 44)

Reply:

a. to c.

To strengthen the connection between the Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) will launch the "Guangdong-Hong Kong Sister Kindergarten Exchange Programme" (the Exchange Programme) starting from the 2023/24 school year, with a focus on fostering teachers' professional exchanges and collaboration, as well as enhancing the quality of KG education and the friendship between the two places. It is expected that 50 Hong Kong KGs will be benefitted in the first year. At present, Guangdong and Hong Kong are actively discussing and finalising various implementation details of the Exchange Programme. EDB will issue a circular to announce relevant details in due course, and promote the Exchange Programme among the sector

through different channels. As EDB is using its existing resources to carry out the relevant work, and the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 0136)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) has all along required primary and secondary schools to report suspected fatal suicide cases of students in order to keep in view the situation and provide timely and appropriate professional support to the schools concerned. In this connection, will the Government advise this Committee of the following –

- (1) the number of suspected fatal suicide cases of students reported to EDB by primary and secondary schools in Hong Kong in each of the past 5 years;
- (2) whether there is a breakdown by age and gender for the number of suspected fatal suicide cases of students reported to EDB by primary and secondary schools in Hong Kong; if yes, of the details for the past 5 years;
- (3) the number of suspected fatal suicide cases of students reported to EDB by primary and secondary schools in Hong Kong in each of the past 5 years, broken down by month; and
- (4) the expenditures to be involved in enhancing support for students' mental health, given the increased number of suspected fatal suicide cases of students between 2020 and 2022?

Asked by: Hon LAI Tung-kwok (LegCo internal reference no.: 23)

Reply:

(1) to (3)

The Education Bureau (EDB) has all along required primary and secondary schools to report suspected fatal suicide cases of students in order to provide appropriate professional support to the schools concerned. The numbers of cases reported in the past 5 years (2019 to 2023) is tabulated as follows –

Year	No. of cases
2019	23
2020	21
2021	25
2022	25
2023	32

Of the cases reported in the past 5 years, about half involved male students, and the other half involved female students; students aged 12 and above accounted for about 95% of the total cases, while students aged under 12 accounted for about 5%. Student suicides can be attributed to various factors, mainly related to interpersonal relationships (including family, social or relationship problems) and personal issues (such as learning and school adjustment, depressed mood and mental illness). There is no correlation between the occurrence of suicide cases and any specific months.

(4)

EDB attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects. In addition to disseminating information and online resources for promoting student mental health among schools and parents through various channels, EDB has been continuously promoting diversified student development programmes, so as to enhance students’ resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditure (revised estimate) for 2023-24 was about \$91 million. To further promote student mental health, EDB launched the “Mental Health Literacy” resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure is about \$700,000. Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the “gatekeeper” training, thematic course for teachers, which focuses on the needs of students with mental illness, and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. Moreover, EDB has set up the “Mental

Health@School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HHB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department (SWD), has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, schools’ multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government’s recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government’s recurrent expenditure, no breakdown is available.

As for parent education, EDB has all along been promoting home-school co-operation and parent education, and organising activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children’s emotional problems and foster positive thinking in their children. EDB has also launched the one-stop parent education website “Smart Parent Net” (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents’ positive thinking to help children grow up happily. EDB’s expenditure (revised estimate) in 2023-24 on promoting home-school co-operation and parent education is about \$170 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 1828)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Diploma of Applied Education (DAE) Programme has been launched to replace the Diploma Yi Jin (DYJ) Programme starting from the 2023/24 academic year. In this connection, please advise this Committee of –

- (1) the following information on DAE Programme offered by various institutions since its launch: (i) the numbers of students, (ii) the academic qualifications and age distribution of students, (iii) the numbers of enrolments in various complementary courses and elective courses, and (iv) the amounts of subsidy disbursed; and
- (2) the details of activities that have been organised so far on the domains of “career-related”, “sports, arts and culture” and “moral and civic education”, given that all DAE students are required to complete at least 10 hours of life-wide learning activities endorsed and organised by the Federation for Self-financing Tertiary Education during their study; and whether the Government will consider increasing the learning hours of these activities and introducing internships into DAE Programme; if yes, of the details; if no, of the reasons.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 20)

Reply:

- (1) The numbers of students enrolled in the full-time Diploma of Applied Education (DAE) Programme and the respective figures in the 2023/24 academic year are tabulated below –

Name of institution offering full-time DAE Programme	Secondary 6 school leavers	Aged 21 or above	No. of students
School of Continuing Education, Hong Kong Baptist University	414	85	499
Caritas Institute of Community Education	329	239	568
Hong Kong College of Technology	496	391	887

Name of institution offering full-time DAE Programme	Secondary 6 school leavers	Aged 21 or above	No. of students
Hong Kong Institute of Technology	308	244	552
Lingnan Institute of Further Education	232	124	356
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	376	209	585
School of Business and Information Systems, Vocational Training Council	116	90	206
UOW College Hong Kong	20	17	37
Total	2 291	1 399	3 690

In terms of the selection of courses, DAE students may choose the general or vocational and professional education and training (VPET) stream for the completion of the Programme. In addition to the 3 core courses, namely Chinese Language, English Language and Mathematics, students who opt for the general stream are required to take 5 complementary courses (i.e. Career and Life Planning, Digital Citizenship, Interpersonal Communication and Personal Development, Maths Plus and Technological Innovation), while students who opt for the VPET stream are required to take 2 complementary courses and 3 VPET elective courses. In the 2023/24 academic year, except 27 students who have chosen the general stream, all other students, accounting for over 90% of the students, have opted for the newly introduced VPET stream.

The Education Bureau (EDB) does not maintain information on the detailed distribution of students' academic qualifications. Since the 2023/24 academic year has not yet ended, the relevant figures on the amounts of tuition fees reimbursed are currently unavailable.

- (2) All DAE students are required to complete at least 10 hours of life-wide learning activities during their study in order to fulfil the graduation requirements. As at end-February 2024, institutions have organised 58, 51 and 52 life-wide learning activities related to the domains of “career”, “sports, arts and cultural development” and “moral and civic education” respectively, including career talks, workshops, inter-institution sports day and volunteer services.

EDB will continue to keep in view the implementation of DAE Programme and review the design and arrangements of the Programme in a timely manner to ensure the quality of DAE Programme and the learning experiences of DAE students.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 1833)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council (VTC) launched the VTC Earn & Learn Scheme (ELS) in 2014 to provide apprenticeship training with a work allowance and salary to eligible trainees. The Pilot Incentive Scheme to Employers (PISE) was subsequently implemented to encourage participating employers of ELS to provide trainees with structured workplace learning and assessment. In this connection, will the Government advise this Committee of –

- (1) the numbers of (i) intakes, (ii) graduates, (iii) dropouts and reasons for their withdrawal, and (iv) graduates who continued their employment with the same employers, of all programmes under ELS in each of the past 3 years;
- (2) the numbers of employers participating in ELS and PISE, and the numbers of those who withdrew from the Scheme(s), with a breakdown by reason for withdrawal in each of the past 3 years; and
- (3) whether the Government will consider increasing the training places of ELS and expanding the scope to cover more industries, so as to attract more trainees and employers to participate in the Scheme(s); if yes, what are the details; if no, what are the reasons?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 25)

Reply:

- (1) The Government has implemented the Training and Support Scheme (TSS) through the Vocational Training Council (VTC) since the 2014/15 academic year, and has regularised TSS since the 2019/20 academic year. The industries benefitted from TSS, the numbers of trainees of the relevant programmes, and the percentages of trainees who did not complete TSS in the past 3 years are tabulated below –

Professional field	Industry and relevant programme	2021/22		2022/23		2023/24 [#]	
		No. of trainees	% of trainees who did not complete TSS	No. of trainees	% of trainees who did not complete TSS	No. of trainees	% of trainees who did not complete TSS
Engineering and Technology	Building Services and Management	202	35%	236	24%	210	10%
	Construction	160	36%	201	33%	149	10%
	Electrical Engineering	229	28%	277	22%	222	11%
	Mechanical Engineering	149	27%	86	16%	107	7%
	Electronic and Information Technology	88	23%	142	12%	165	7%
	Environment and Conservation	10	90%	4	100%	0	-
Transportation	Automobile	71	39%	93	31%	79	23%
	Aviation	0	-	5	20%	9	0%
Design, Jewellery, Creative Industry	Design and Printing	11	27%	7	0%	3	67%
	Jewellery and Watches	3	33%	2	0%	4	50%
Healthcare Services	Healthcare Services	20	30%	23	43%	11	18%
Testing and Certification	Testing and Certification	14	29%	2	50%	11	0%

The numbers of trainees under TSS during the 6-month period between September 2023 and February 2024 (as at 29 February 2024).

The reasons why trainees did not complete TSS vary on a case-by-case basis. Reasons include termination of contract by mutual consent of the trainee and the employer, failure of the trainee to complete the programme, change of job during the programme by the trainee, personal reasons of the trainee, change of business nature or cessation of business by the employer, etc. Among the cases, only 3 trainees indicated that they withdrew from TSS.

Upon graduation, trainees of TSS are invited to complete a questionnaire in order for VTC to examine whether they will stay in the respective industries for career development. According to the results of the questionnaire survey, the numbers of trainees having completed apprenticeship training under TSS and the percentages of those indicating their intention to stay in the respective industries from the 2020/21 to 2022/23 academic years are tabulated as follows –

Academic year	2020/21	2021/22	2022/23
No. of trainees having completed apprenticeship training under TSS	656	596	647
Percentage of trainees indicating their intention to stay in the respective industries in the survey ^{Note}	93%	93%	90%

Note: Some trainees did not respond to the survey.

- (2) Since the implementation of TSS, VTC has all along been committed to extending TSS and the Pilot Incentive Scheme to Employers (PISE) under TSS to other industries. The numbers of employers participating in TSS and PISE from 2021-22 to 2023-24 are tabulated as follows –

Year	TSS	PISE
2021-22	211	137
2022-23	203	150
2023-24	174	Information not yet available

Note: As an employer may employ trainees in different industries at the same time depending on the business fields and functions and provide them with workplace learning and assessment, the above table only shows the total number of employers participating in TSS in that academic year. If an employer provides workplace learning and assessment for trainees in more than one industry in an academic year, the employer concerned will only be counted once in the total for that year. As the 2023/24 academic year has not ended, the information of the year is not available yet.

TSS has garnered extensive support from employers in different industries. In the past three years, only three employers withdrew from TSS due to change of business nature or cessation of business.

- (3) VTC reviews the programmes under TSS from time to time in response to the development of Hong Kong's economy and various industries. In view of the vibrant development of industries such as healthcare services, innovation and technology, and logistics, VTC will introduce existing or new programmes into TSS so as to develop more talent for the industries in a timely manner. VTC also maintains close communication with industry representatives to ensure that these schemes meet the needs of the industries, facilitate the development of emerging industries, and provide sufficient training places for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB074

(Question Serial No. 1834)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the operation of the Vocational Training Council (VTC), will the Government advise this Committee of the following –

- (1) the programmes offered by VTC (including full-time Undergraduate Degree, Higher Diploma, Diploma of Foundation Studies, Diploma of Vocational Education and other Diploma programmes) in each of the past 3 academic years with information on their: (i) programme titles and disciplines, (ii) numbers of places, (iii) numbers of enrolments and (iv) numbers of actual intakes;
- (2) the numbers of local and non-local graduates from VTC with a breakdown by full-time Undergraduate Degree, Higher Diploma, Diploma of Foundation Studies, Diploma of Vocational Education and other Diploma programmes in each of the past 3 academic years;
- (3) (i) the number of schools and (ii) the number of students participating in the Diploma of Vocational Education (Senior Secondary Curriculum) Pilot Project launched by VTC in the 2023/24 academic year, and (iii) the expenditures involved; and
- (4) given the reported cessation of VTC's Diploma of Applied Education programme which has been operated for less than a year, whether the Government has been informed by VTC of the cessation and the reasons for the cessation, and whether there are proper arrangements for the affected students to further their studies; if yes, what are the details; if no, what are the reasons?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 26)

Reply:

(1) and (2)

The numbers of intake places, fresh intakes and graduates of the publicly-funded and self-financing full-time programmes offered by the Vocational Training Council (VTC) in

the 2021/22 to 2023/24 academic years by programme type and academic discipline are set out at **Annex 1**.

(3)

In the 2023/24 academic year, VTC launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) in secondary schools, allowing senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. The pilot project in the 2023/24 academic year covers two subject areas, namely “Hospitality” and “Information Technology”, and a total of 51 students from three secondary schools enrolled in these programmes. The expenditures for the three school years (i.e. from the 2023/24 to 2025/26 school years) are about \$1.32 million.

(4)

The Education Bureau (EDB) is aware that the School of Business and Information Systems (SBI) under VTC would cease offering the Diploma of Applied Education (DAE) programme starting from the 2024/25 academic year. Students admitted to the DAE programme offered by SBI in the 2023/24 academic year will complete the relevant programme in the same year. VTC will provide appropriate assistance to students in need. Moreover, VTC will continue to provide Secondary 6 school leavers with various diploma programmes, including Diploma of Foundation Studies and Diploma of Vocational Education programmes, in order to help them pursue further studies and develop their careers along the VPET progression pathway. EDB has all along maintained close liaison with institutions offering DAE programmes to ensure the smooth implementation of the programme. Other eligible institutions are also welcome to apply to offer the relevant programme.

Annex 1

Numbers of intake places, fresh intakes and graduates of the publicly-funded and self-financing full-time programmes offered by VTC in the 2021/22 to 2023/24 academic years by programme type and academic discipline

Programme type	Academic discipline	2021/22					2022/23					2023/24				
		No. of intake places	No. of fresh intakes	No. of graduates	No. of graduates (local)	No. of graduates (non-local)	No. of intake places	No. of fresh intakes	No. of graduates	No. of graduates (local)	No. of graduates (non-local)	No. of intake places	No. of fresh intakes	No. of graduates	No. of graduates (local)	No. of graduates (non-local)
Undergraduate	Faculty of Design and Environment	286	198	329	328	1	219	165	206	201	5	245	173	Currently not available		
	Faculty of Management and Hospitality	280	234	224	218	6	221	241	212	207	5	314	389			
	Faculty of Science and Technology	366	286	390	387	3	278	175	291	287	4	258	345			
Higher Diploma	Business	720	800	664	664	-	750	771	561	560	1	750	728			
	Childcare, Elderly and Community Services	770	732	687	687	-	730	662	552	552	-	670	613			
	Design	1 760	1 797	1 502	1 498	4	1 710	1 731	1 191	1 191	-	1 700	1 813			
	Engineering	1 540	1 505	1 036	1 036	-	1 450	1 461	944	944	-	1 385	1 583			
	Health and Life Sciences	1 020	1 044	776	775	1	1 040	1 011	698	698	-	1 025	1 167			
	Hospitality	1 140	1 068	999	997	2	1 010	829	806	804	2	840	916			
	Information Technology	1 170	1 259	782	782	-	1 160	1 258	749	749	-	1 160	1 308			
Diploma of Foundation Studies		4 350	4 872	4 222	4 218	4	4 350	4 955	4 281	4 281	-	4 350	4 794			
Diploma of Vocational Education/ Diploma of Vocational Baccalaureate		2 950	3 425	1 668	1 667	1	2 970	3 052	1 299	1 299	-	2 940	3 124			
Other Diplomas/Certificates		944	596	634	NA	NA	962	951	512	NA	NA	871	908			

Figures as at 15 October 2023.

NA Breakdown for graduates of other diplomas/certificates is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 1835)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau launched the first round of the Pilot Project on the Development of Applied Degree Programmes (the Pilot Project) in the 2022/23 academic year and announced in 2023 that 4 degree programmes had been selected for the second round of the Pilot Project. Will the Government advise this Committee of the following –

- (1) (i) the numbers of places, (ii) the entrance requirements, (iii) the duration of study, (iv) the numbers of actual intakes, (v) the numbers of internship hours required and (vi) the amounts of subsidy for each degree place of all programmes since the launch of the first round of the Pilot Project; and
- (2) whether the Government will consider encouraging more institutions to offer applied degree programmes related to artificial intelligence and financial technology, etc., so as to nurture more local professionals for the disciplines of innovation and technology as well as financial technology; if yes, what are the details; if no, what are the reasons?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 27)

Reply:

- (1) The Government launched the Pilot Project on the Development of Applied Degree Programmes (the Pilot Project) in December 2020 to gain experience for the long-term development of applied degree programmes that have an applied focus blending theory and practice. Generally speaking, applied degree programmes have distinct and prominent features that differentiate them from other degree programmes. Such features include adopting more flexible admission arrangements in light of the needs and actual situations of different industries, blending theory and practice, and providing students with substantial internship and work-based learning opportunities. Under the above principles, therefore, the specific entrance requirements and the numbers of internship hours required vary for different applied degree programmes. The numbers of subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in the two rounds of the Pilot Project, the numbers of

actual intakes (full-time local students), the duration of study, and the subsidy amounts for the 2024/25 academic year are set out at Annex.

- (2) With regard to the self-financing post-secondary education sector, the Education Bureau (EDB) launched the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education with a funding of \$1.26 billion in December 2020. It aims to support eligible self-financing post-secondary institutions to develop and enhance programmes that meet market needs but require high start-up costs, and help alleviate the institutions' need to fully recover the set-up costs from tuition fees, thus relieving the financial burden on students. In 2021-22 and 2022-23, three and two STEM-related projects covering programmes on Art Tech, innovative technology, construction management and engineering were approved respectively, involving a total grant approximate to \$91 million and \$57 million for each respective year.

Moreover, through SSSDP, EDB provides subsidies to students pursuing designated programmes and encourages the self-financing post-secondary education sector to offer programmes in selected disciplines, including STEM-related disciplines, to nurture talent in support of specific industries with keen demand for human resources. In the 2024/25 academic year, the STEM-related programmes under SSSDP cover the areas of architecture and engineering, computer science, financial technology, as well as testing and certification.

Information on SSSDP subsidisation in the Pilot Project

Institution	Applied degree programme (Note 1)	2022/23 academic year		2023/24 academic year (Note 3)		2024/25 academic year (Note 3)		Duration of study (Note 6)	2024/25 academic year SSSDP subsidy amounts (\$) (Note 7)
		No. of subsidised places	Actual intake	No. of subsidised places	Actual intake	No. of subsidised places	Actual intake		
Saint Francis University (Note 2)	Bachelor of Nursing (Honours) programme	520	519	640	639	640	Relevant figures not yet available	5 years	87,770
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management programme (Note 4) (Note 5)	-	-	-	-	24		4 years	50,810
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	50	22	55	51	70		4 years	87,770
	Bachelor of Business Administration with Honours in Sports and Recreation Management programme (Note 5)	-	-	-	-	154		4 years	50,810
Technological and Higher Education Institute of Hong Kong of the Vocational Training Council	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management programme	25	8	52	19	42		4 years	50,810
	Bachelor of Engineering (Honours) in Building Services Engineering programme (Note 5)	-	-	-	-	130		4 years	87,770
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology programme	50	5	100	34	80	4 years	50,810	
	Bachelor of Health Information and Services Management (Honours) programme (Note 5)	-	-	-	-	40	4 years	50,810	

Note 1: Programmes were launched in the 2022/23 academic year for the first round of the Pilot Project and will be launched in the 2024/25 academic year at the earliest for the second round.

Note 2: Caritas Institute of Higher Education has been retitled to Saint Francis University with effect from 9 January 2024.

Note 3: SSSDP has been expanded to cover top-up degree programmes with effect from the 2023/24 academic year. Figures for the current academic year include the subsidised places of first-year-first-degree (FYFD) programmes and top-up degree programmes under SSSDP.

Note 4: The institution plans to rename the programme of Bachelor of Business Administration (Honours) (Hotel and Tourism Management Stream) as Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management in the 2024/25 academic year.

Note 5: The programme and its number of intake are subject to the accreditation for applied degree programmes and the approval by relevant professional bodies, if applicable.

Note 6: It refers to the duration of study for FYFD programmes.

Note 7: In the 2024/25 academic year, the maximum subsidy amount for each eligible student enrolling in programmes under SSSDP will be \$79,770 (for laboratory-based programmes) and \$45,810 (for non-laboratory-based programmes). Moreover, EDB plans to provide in the 2024/25 academic year, through SSSDP, additional annual subsidies of \$8,000 (for laboratory-based applied degree programmes) or \$5,000 (for non-laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes that have undergone the relevant accreditation.

- End -

CONTROLLING OFFICER'S REPLY

EDB076

(Question Serial No. 1836)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the “Business-School Partnership Programme” (BSPP), please advise this Committee of –

- (1) the following information on BSPP in each of the past 5 years: (i) the number of activities organised, (ii) the number of participating organisations, (iii) the number of participating schools, (iv) the number of primary, junior secondary and senior secondary student beneficiaries, and (v) the expenditure involved;
- (2) the following information on the “Holiday Work Experience Programmes” under BSPP in each of the past 3 years: (i) the quota of participants, (ii) the actual number of participating students, (iii) the list of organisations involved and their respective industries, and (iv) the average number of work experience days;
- (3) whether the Government will consider enhancing collaboration with bodies such as trade unions and professional institutions, as well as the business sector to launch more work experience activities, enabling more students to gain insights into different industries; if yes, of the details; if no, of the reasons; and
- (4) the following information on the “Greater Bay Area Career Exploration Tours” under BSPP since its inception: (i) list of participating (a) schools, (b) Greater Bay Area enterprises, and (c) service providers; (ii) number of teacher and student beneficiaries; and (iii) the estimated expenditure involved.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 28)

Reply:

(1) to (3)

The number of activities organised, the number of participating organisations and schools, and the number of primary, junior secondary and senior secondary student participants benefitted under the “Business-School Partnership Programme” (BSPP) in the past 5 school years are tabulated as follows –

School year	No. of activities organised	No. of participating organisations	No. of participating schools	No. of student participants benefitted		
				Primary	Junior secondary	Senior secondary
2018/19	1 250	190	930	62 000	26 000	91 000
2019/20	900	140	400	7 000	5 000	16 000
2020/21	640	110	620	7 000	22 000	24 000
2021/22	980	110	660	19 000	23 000	30 000
2022/23	1 540	200	700	45 000	57 000	77 000

Note: (1) The number of activities organised, and the number of participating organisations and schools are rounded to the nearest ten. The number of student participants benefitted is rounded to the nearest thousand.

(2) From the 2019/20 to 2021/22 school years, a total of over 770 career exploration activities were cancelled in the light of the COVID-19 epidemic, and the number of student participants was less than those in previous years.

The Education Bureau (EDB) deploys existing resources to implement the relevant work. As the expenditure involved has been subsumed under EDB's departmental expenditure, a breakdown of the expenditure is not available.

EDB launched BSPP 2.0 in the 2022/23 school year, with a series of Holiday Work Experience Programmes (HWEP) arranged during major school holidays, enabling senior secondary students to gain first-hand experience of the actual operation of different industries as well as exploring their interests and career aspirations. About 1 500 quotas were offered under HWEP in the 2022/23 school year. There were over 900 student participants with an average of 2.4 work experience days. EDB will continue to actively liaise with major chambers of commerce, professional bodies and the Industry Training Advisory Committees under the Qualifications Framework to encourage more member organisations to join BSPP 2.0, and will cover more emerging industries, so as to provide more and a wider range of career exploration and work experience activities for students to enhance their understanding of the workplace. The list of organisations offering HWEP and their respective industries are set out at [Annex](#).

(4)

Starting from the 2023/24 school year, EDB has launched the 5-year "Greater Bay Area Career Exploration Tours" Programme (the Programme) with an estimation of an expenditure of about \$74 million. EDB issued a circular memorandum in February 2024, inviting public sector schools and Direct Subsidy Scheme schools offering the local senior secondary curriculum to submit applications for the Programme for the 2023/24 school year. As the deadline for application is early April 2024, relevant information on the participating schools and the number of teachers and students beneficiaries are not available at this stage. Meanwhile, EDB is liaising with various organisations and finalising the detailed arrangement, and service providers and enterprises to be visited are also in the process of preparation. EDB will notify schools approved for the Programme by letters on the details of the study tours on or before May 2024.

**List of organisations offering
Holiday Work Experience Programmes
and their respective industries**

There are more than 60 organisations offering the Holiday Work Experience Programmes, covering over 20 industries. The list of organisations and their respective industries are tabulated below –

Industry	Organisation
Transport and Logistics	The Kowloon Motor Bus Co. (1933) Ltd.
	Hong Kong Airport Services Limited
Domestic Households Services	Sunshine Laundry Factory Co. Ltd.
Law	Yuen & Partners Solicitors
Property Management and Security Services	Citybase Property Management Limited
	Hong Yip Service Company Limited
Toys and Games	LOST
Social Services	The Project Futurus
	Po Leung Kuk Life Planning & Financial Education Centre
	Greater Bay Area Homeland Youth Community Foundation Limited
	H.K.S.K.H. Tung Chung Integrated Services
	Sham Shui Po District Council Po Leung Kuk Shek Kip Mei Community Services Centre
	Hong Kong CPPCC Youth Association
Building and Construction	Chun Wo Development Holdings Limited
Government Department, Government Funded and Statutory Organisations	Hong Kong Housing Society
	Lands Department
	Education Bureau
	Audit Commission
	Hong Kong Trade Development Council
Beauty and Hairdressing	PS GROUP
	Spa Collection Group
	Ingrid Millet Limited
	Well & Associates Limited (PRIVATE i SKIN CARE)
	Pacific Sun Limited (PRIVATE i SALON)
Foodstuff and Beverage	Tsit Wing Coffee Company Limited
Hotel, Tourism and Hospitality	Harbour Grand Kowloon
	Courtyard by Marriott Hong Kong Sha Tin
	Intercontinental Hotels Group - Holiday Inn Golden Mile Hong Kong
	Hong Kong Ocean Park Marriott Hotel
	Hong Kong Gold Coast Hotel
	Nina Hotel Tsuen Wan West
	Harbour Grand Hong Kong
	Harbour Plaza Resort City

Industry	Organisation
Business and Financial Management	Junior Chamber International Hong Kong
	KPMG
Surveying	RHL Surveyors Limited
	Rider Levett Bucknall Limited
	John HY Yip Surveyors Ltd.
Information and Innovation Technology	PHASE Scientific International Limited
	iMusicTech Limited
	Hong Kong Science & Technology Parks Corporation
	Hong Kong Netrepreneurs Association
	Sisters Pro AI Solutions Limited
	ExxonMobil Hong Kong Limited
	2Fi Business Solutions Limited
INDEX GAME Limited	
Sports and Recreation Management	Tung Wah Group of Hospitals BiciLine Cycling Ecotourism Social Enterprise
Retail	PARKnSHOP (HK) Limited
	Watson's The Chemist
	Sa Sa Cosmetic Company Limited
	Whirlpool (Hong Kong) Limited
	China Resources Vanguard (H.K.) Co., Ltd.
	FORTRESS
Electronics, Electrical and Mechanical Services	UNIQLO HONG KONG LIMITED
Manufacturing Technology	Anlev Elex Elevator Limited
	Tunbow Group Limited
Arboriculture and Horticulture	Pro-Technic Machinery Ltd.
Medical and Health	Easy Organic Farming Ltd
Veterinarian and Pet Grooming	Sha Tin District Health Centre Express
	Guangbo Treatment Center of TCM
Arts, Culture and Entertainment	Trendy Master Limited (PRIVATE i PETS)
	Jumbo Kids Theatre
	Metro Broadcast Corporation Limited
	Rolling Books Limited

- End -

CONTROLLING OFFICER'S REPLY

EDB077

(Question Serial No. 0486)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has indicated that support will be given to prospective post-secondary institutions to form an alliance of universities of applied sciences in 2024-25 to raise the status of vocational and professional education and training among parents, students and society in general through collaboration and exchange activities. Please advise this Committee of the following –

- (1) the detailed implementation progress of the plan concerned; and
- (2) the allocation arrangements of the start-up fund set aside.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 34)

Reply:

(1) to (2)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB078

(Question Serial No. 0487)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government drew up and promulgated in February this year the criteria for qualifying as universities of applied sciences, and accepts applications from eligible self-financing post-secondary institutions all year round. In this connection, please advise this Committee of the following –

- (1) the number of institutions that have submitted applications thus far, and the progress of vetting and approving these applications;
- (2) the expected number of student beneficiaries and the expenditure to be incurred in the coming year, given that subsidies will be provided to full-time students enrolling in relevant applied degree programmes?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 35)

Reply:

- (1) In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University had passed the institutional review conducted by

the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and met all the criteria, and had become the first UAS in Hong Kong.

- (2) The Government launched two rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Eight pilot applied degree programmes offered by four self-financing post-secondary institutions were selected. HKCAAVQ has been appointed as a consultant to assist the institutions in developing the pilot programmes. The first batch of pilot programmes were launched in the 2022/23 academic year, while the second batch of programmes are expected to be launched in the 2024/25 academic year pending their successful completion of the relevant quality assurance processes. It is estimated that there will be a total of around 1 100 subsidised places for the eight pilot applied degree programmes in the 2024/25 academic year.

On the basis of the experience gained from the Pilot Project, we promulgated the Guidelines in Developing Applied Degree Programmes in February 2024, encouraging post-secondary institutions to carry out planning for more applied degree programmes. In addition, we plan to provide additional support for applied degree programmes through Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of \$5,000 (for non-laboratory-based applied degree programmes) and \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone the relevant accreditation. In the 2024/25 academic year, each of the students concerned may receive subsidies up to \$50,810 or \$87,770 respectively. We will also enhance the relevant mechanism to allow relevant institutions under SSSDP to make a one-off tuition fee adjustment after the completion of the accreditation for applied degree programmes so that the enhanced cost structure of developing and operating applied degree programmes can be reflected. It is expected that around 2 500 eligible full-time students enrolling in the eight applied degree programmes offered by the four self-financing post-secondary institutions will be benefitted in the 2024/25 academic year. The estimated additional expenditure for 2024-25 is around \$20 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB079

(Question Serial No. 3122)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

In 2022-23, the Government extended the Pilot Incentive Scheme to Employers under the Training and Support Scheme, as well as the Pilot Subsidy Scheme for Students of Professional Part-time Programmes implemented by the Vocational Training Council, for a period of 2 years, so as to encourage employers to offer workplace learning opportunities and support student-exchange activities. Both schemes will be extended for 5 years starting from this year. Regarding the years 2022-23 and 2023-24, will the Government advise this Committee of the following –

- (1) the number of intake and graduates, the average duration of students' participation, and students' entry into relevant industries upon completion of the programmes in respect of each of the 2 schemes;
- (2) a breakdown of employers' participation by industry; and
- (3) the expected expenditures involved in extending each of the 2 schemes?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 40)

Reply:

(1) to (3)

Pilot Incentive Scheme to Employers (PISE)

The Government has all along been supporting the Vocational Training Council (VTC)'s efforts in enhancing the promotion of vocational and professional education and training (VPET). Since the 2014/15 academic year, VTC has implemented the Training and Support Scheme (TSS), which aims to attract and retain talent for specific industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. With the Government's support, VTC has implemented PISE under TSS since the 2019/20 academic year to encourage employers to provide trainees with structured workplace learning and assessment, so that the content of training programmes

could be more effectively adapted to enhance trainees' performance. Under PISE, trainees undergo industry-specific workplace learning and assessment for about 1 academic year on average. The number of trainees under PISE in the 2022/23 academic year is as follows –

Academic year	No. of trainees under PISE*
2022/23	558

* As the 2023/24 academic year has not ended, relevant figures are not available yet.

All trainees under PISE are also trainees under TSS. Upon graduation, they are invited to complete a questionnaire to examine whether they will stay in the respective industries for career development. According to the results of the questionnaire survey, the number of trainees having completed apprenticeship training under TSS and the percentage of those indicating their intention to stay in the respective industries in the 2022/23 academic year are tabulated as follows ^{Note 1} –

Academic year	2022/23
No. of trainees having completed apprenticeship training under TSS	647
Percentage of trainees indicating their intention to stay in the respective industries in the survey ^{Note 2}	90%

Note 1: VTC does not maintain breakdown figures on PISE. Relevant figures are data on the whole TSS. As the 2023/24 academic year has not ended, relevant figures are not available yet.

Note 2: Some trainees did not respond to the survey.

The numbers of employers participating in PISE in the 2022/23 academic year are as follows –

Professional field	Industry and relevant programme	Academic year and no. of employers*
		2022/23
Engineering and Technology	Building Services and Management	25
	Construction	32
	Electrical Engineering	39
	Mechanical Engineering	14
	Electronic and Information Technology	29
	Environment and Conservation	0
Transportation	Automobile	15
	Aviation	4
Design, Jewellery, Creative Industry	Design and Printing	2
	Jewellery and Watches	1
Healthcare Services	Healthcare Services	11
Testing and Certification	Testing and Certification	1
Sub-total		173

* Participating employers may employ trainees in more than one industry due to the diversified nature of their businesses. As the 2023/24 academic year has not ended, relevant figures are not available yet.

Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme)

The Government has implemented the Pilot Subsidy Scheme to provide a tuition fee subsidy for practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology from the 2016/17 academic year. The amount of subsidy is 60% of the tuition fees with a cap at \$45,000 per person. In addition to the programmes in the aforesaid disciplines, the Pilot Subsidy Scheme has been expanded to cover creative industry programmes offered by VTC starting from the 2019/20 academic year, with the amount of tuition fee subsidy capped at \$36,000 per person. The numbers of students participating in the Pilot Subsidy Scheme in the 2022/23 and 2023/24 academic years are as follows –

Academic year	No. of participating students
2022/23	2 518
2023/24 [^]	1 722

[^] Figures as at 29 February 2024.

The two aforesaid schemes will be extended for 5 years, involving funding of about \$190 million (for PISE) and about \$425 million (for the Pilot Subsidy Scheme). The Education Bureau will continue to liaise closely with VTC on the above two schemes to evaluate and review their effectiveness in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB080

(Question Serial No. 2709)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

In 2023, did the Education Bureau engage external lawyers for consultancy services in accordance with the Stores and Procurement Regulations of the Government without first consulting the Department of Justice? If so, what were the nature of such services and the expenditures incurred?

Asked by: Hon LAM San-keung (LegCo internal reference no.: 33)

Reply:

In 2023-24, the Education Bureau did not engage any external lawyers to provide legal consultancy services without first consulting the Department of Justice.

- End -

CONTROLLING OFFICER'S REPLY**EDB081****(Question Serial No. 0520)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding integrated education, will the Government advise this Committee of the respective numbers of students with various types of special educational needs (SEN) in public sector ordinary primary and secondary schools? Please provide the numbers of students with various types of SEN by grade level and in total. Please also provide the numbers of students with SEN receiving Tier-2 and Tier-3 support in public sector ordinary primary and secondary schools by district and in Hong Kong as a whole.

Asked by: Hon LAM So-wai (LegCo internal reference no.: 16)Reply:

The numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade level and type of SEN in the 2023/24 school year are set out in Annex.

The amount of Learning Support Grant received by each public sector ordinary primary and secondary school is calculated based on the number of students with SEN requiring Tier-2 and Tier-3 support, as well as the tier of support these students require. Schools are required to submit the relevant information to the Education Bureau (EDB) for approval via the Special Education Management Information System after scrutinising the SEN type and the tier of support required of students in the middle of the respective school year. The numbers of students with SEN requiring Tier-2 and Tier-3 support in public sector ordinary primary and secondary schools in the 2023/24 school year are tabulated below –

	No. of students requiring Tier-2 support	No. of students requiring Tier-3 support
Primary school	32 084	2 358
Secondary school	27 260	1 916

When providing additional resources to schools, EDB takes into account various parameters, such as the number of students with SEN in schools, the level of support required by these students, and the number of need-based applications from individual schools, irrespective of the districts in which schools are situated. Therefore, a breakdown by district is not available.

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by grade level and type of SEN in the 2023/24 school year (Note 1)**

Grade Level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/ Hyperactivity Disorder	Mental Illness (Note 2)	Specific Learning Difficulties (Note 3)	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment (Note 4)	Total
P1	105	680	116	6	3	10	3	60	22	1 005
P2	182	908	262	13	158	13	4	56	1 261	2 857
P3	232	1 230	845	25	2 897	13	10	59	906	6 217
P4	239	1 345	1 263	32	3 152	13	9	59	632	6 744
P5	215	1 488	1 433	47	3 196	18	6	60	482	6 945
P6	197	1 317	1 750	46	3 517	16	7	69	342	7 261
S1	176	1 207	1 752	76	3 146	22	7	70	221	6 677
S2	156	1 142	1 868	110	2 761	29	8	47	135	6 256
S3	170	1 112	1 786	171	2 560	23	7	56	160	6 045
S4	128	1 045	1 623	209	2 190	24	12	42	97	5 370
S5	109	949	1 420	245	1 776	21	9	40	81	4 650
S6	106	852	1 200	296	1 606	13	7	32	68	4 180
Total	2 015	13 275	15 318	1 276	26 962	215	89	650	4 407	64 207

Notes:

1. Figures refer to the position as at September 2023.
2. Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.
3. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties is implemented at Primary One in primary schools to identify students with learning difficulties. Hence, the number of Primary One students with specific learning difficulties is smaller in September of each school year.
4. The number of Primary One students with speech and language impairment increases during the respective school year upon the follow-up by school-based speech therapists.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 0521)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Learning Support Grant (LSG) under the integrated education policy, will the Government advise this Committee whether all schools receiving LSG have openly submitted their financial reports and budgets in the past 3 years? If yes, please provide the details. If no, what are the reasons?

Asked by: Hon LAM So-wai (LegCo internal reference no.: 15)

Reply:

To help public sector ordinary schools implement integrated education (IE), the Education Bureau (EDB) has been providing them with additional resources, including the Learning Support Grant (LSG), on top of the regular subvention. EDB has provided guiding principles for schools to utilise these additional resources for the implementation of IE and required schools to formulate action plans for IE and submit their LSG budgets and financial reports to EDB. EDB officers conduct regular school visits to advise on the use of LSG. Under the School Development and Accountability Framework, schools are required to review the use of LSG and the effectiveness of support measures with various stakeholders (including parents) through a self-evaluation mechanism. Based on the review findings, schools plan their student support services and measures for the coming school year. At the end of each school year, schools are also required to submit to EDB a self-evaluation report on the implementation of the Whole School Approach (WSA) to IE. To further enhance transparency, schools should include a review of their IE policies, the use of additional resources (including LSG) obtained, and the support services provided to students with special educational needs (SEN) in their Annual School Reports, and upload this information onto their school websites. In addition, schools should provide an overview of their implementation of WSA to IE in the School Profiles, enabling parents and stakeholders to understand the support provided by schools to students with SEN. EDB will, through the said accountability and monitoring mechanism, continue to review the effectiveness of schools' use of resources and support provided to students with SEN to ensure the proper use of resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB083

(Question Serial No. 0522)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Learning Support Grant (LSG) under the integrated education policy, will the Government advise this Committee whether the Education Bureau has established a set of standards to monitor the use of LSG? If yes, please provide the details. If no, what are the reasons and whether there is a plan to establish a set of monitoring standards?

Asked by: Hon LAM So-wai (LegCo internal reference no.: 16)

Reply:

To help public sector ordinary schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources, including the Learning Support Grant (LSG), on top of the regular subvention. EDB has issued clear guidelines on LSG¹, setting out details such as disbursement arrangements, usage, evaluation and accountability. In particular, schools are required to refer to “Catering for Student Differences ~ Indicators for Inclusion” and “Operation Guide on the Whole School Approach to Integrated Education” compiled by EDB for developing inclusive school culture, policies and practices.

Under the School Development and Accountability Framework, schools are required to evaluate the effectiveness of their policies, measures and use of resources through an annual self-evaluation mechanism. This includes submitting a self-evaluation report on the implementation of the Whole School Approach to integrated education at the end of each school year, which will be validated through External School Review by EDB. To further enhance transparency, schools are required to account for the use of resources to support students with SEN in their Annual School Reports and upload such information onto their school websites. With regard to the accounting arrangements, schools should keep a separate ledger account for all income and expenditure under LSG. In addition, we have

¹ Please refer to Education Bureau Circular No. 6/2019 “Learning Support Grant”.

stepped up our efforts to monitor and remind schools of the proper use of the additional resources, including issuing guidelines on the use of LSG and clawback mechanism, conducting regular school visits to advise on the use of resources to support students with SEN, and organising activities to facilitate experience sharing among schools. If schools' use of LSG is found undesirable, EDB will issue letters to remind the schools concerned of the need to make improvements.

- End -

CONTROLLING OFFICER'S REPLY

EDB084

(Question Serial No. 0523)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the support for students with special educational needs (SEN), will the Government advise this Committee of the manning ratio of Special Educational Needs Coordinators (SENCOs) to students with SEN in the past 3 years? Is there any continuous in-service training on SEN provided for school social workers?

Asked by: Hon LAM So-wai (LegCo internal reference no.: 17)

Reply:

Starting from the 2017/18 school year, the Education Bureau (EDB) has provided, by phases in three years, each public sector ordinary school with an additional graduate teaching post on the staff establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO) to co-ordinate the formulation, implementation and review of school-based integrated education policies and measures. Since the 2019/20 school year, all public sector ordinary schools have been provided with a SENCO; and for schools with a comparatively large number of students with special educational needs (SEN), the SENCO posts have been upgraded to promotion rank so as to enable SENCOs to perform their leadership duties more effectively. Apart from SENCOs, EDB also provides an additional Learning Support Grant (LSG) based on the number of students with SEN in a school in each school year and the tier of support they require. If the total amount of LSG reaches a specific threshold, the school can have 1 to 3 additional regular teaching posts converted/provided. Those teaching posts are titled as Special Educational Needs Support Teacher. In brief, schools with a comparatively large number of students with SEN or students with more severe SEN are provided with more resources.

EDB provides comprehensive student guidance and support services in public sector ordinary schools through the implementation of the Whole School Approach and multi-disciplinary collaboration. Teachers and professionals of different disciplines in schools, such as guidance personnel, school social workers and school-based educational psychologists, collaborate to provide appropriate support for students in need (including those with SEN).

EDB has been sharing relevant knowledge and experience through organising training activities such as thematic seminars, workshops, talks and experience sharing sessions to enhance the professional capabilities of school personnel (including school social workers) in early identification of and support for students in need.

- End -

CONTROLLING OFFICER'S REPLY

EDB085

(Question Serial No. 0530)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

According to the 2023 Policy Address and the Budget, the Government plans to establish the Hong Kong International Legal Talents Training Academy to nurture legal talent with an international perspective and good knowledge of different legal systems. This highlights the importance the Government attaches to nurturing legal talent.

Currently, with the increasing interaction between the Mainland and Hong Kong, quite a number of secondary students have chosen to pursue further studies in the Mainland. They enrol in civil law programmes and obtain legal professional qualifications in the Mainland, and plan to return to Hong Kong and study the common law after graduation. Will the Government advise this Committee whether survey data about these students are available? If yes, please provide the data.

Asked by: Hon LAM So-wai (LegCo internal reference no.: 24)

Reply:

The Education Bureau does not compile statistical data on the number of Hong Kong students who have pursued civil law programmes for further studies and obtained legal professional qualifications on the Mainland, and subsequently returned to Hong Kong and studied the common law after graduation.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 2040)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Are there any specific plans on the use of the \$680 million that has been set aside to enhance vocational and professional education and training? What is the percentage share of the provision to be spent on areas such as student subsidy, student exchanges, special educational needs, and incentives for employers? Also, are there any corresponding support measures for students who take different streams in the Diploma of Applied Education Programme?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 16)

Reply:

The Government will continue to adopt the strategy of industry-institution collaboration and diversified development to enhance the promotion of vocational and professional education and training (VPET), and has set aside some \$680 million to support the Vocational Training Council (VTC)'s efforts. The provision is used specifically to extend the Pilot Incentive Scheme to Employers and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes for 5 years, step up support for student-exchange activities, strengthen assistance to students with special educational needs and encourage employers to provide workplace learning opportunities, etc. The Education Bureau (EDB) is liaising closely with VTC on the implementation details of various initiatives, and will evaluate and review their effectiveness in a timely manner.

Regarding the Diploma of Applied Education (DAE) Programme, all eligible DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy students meeting the assessment criteria for full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course. Besides, EDB will subsidise DAE students to complete at least 10 hours of life-wide learning activities to help them meet the graduation requirements of the programme.

- End -

CONTROLLING OFFICER'S REPLY

EDB087

(Question Serial No. 2041)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has set aside a start-up fund of \$100 million to support the formation of an alliance of universities of applied sciences. Will the Government provide the details, including the specific plans for the use of the start-up fund and specific publicity and promotion programmes?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 17)

Reply:

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau

(EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB088

(Question Serial No. 2578)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2024-25 under this programme that the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) will be launched to foster teachers’ professional exchanges and collaboration between the Mainland and Hong Kong kindergartens (KGs). In this connection, will the Government advise this Committee of the following –

1. the progress and implementation details of the Exchange Programme at present, as well as the staff establishment and estimated expenditure thereof for the coming financial year;
2. the estimated number of exchanges to be conducted in each year under the Exchange Programme and the maximum number of participants for each exchange; and whether the Government has assessed the impact of the implementation of the Exchange Programme on the day-to-day teaching and work of KG teachers; and
3. whether accompanying staff will be deployed to join the Exchange Programme so as to realistically assess its effectiveness? If yes, what are the number, functions and work of the related staff? If not, what are the reasons?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 33)

Reply:

1. to 3.

To strengthen the connection between the Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) will launch the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) starting from the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the quality of KG education and the friendship between the two places. It is expected that 50 Hong Kong KGs will be benefitted in the first year. At present, Guangdong and Hong Kong are actively discussing and finalising various implementation details of the Exchange Programme, which will be announced by EDB in due course. As EDB is using its existing resources to carry out the relevant work, and the

manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB089

(Question Serial No. 1612)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

According to the data from the Coroner's Court, the suicide rate among teenagers is on the rise, raising concerns about student mental health. In this connection, will the Government advise this Committee of –

1. the details of expenditure and support services on promoting and supporting student mental health;
2. whether a mechanism is in place to review the effectiveness of the support for student mental health; and
3. whether there are plans to address student suicides; if yes, of the details; if no, of the reasons?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 3)

Reply:

(1) to (3)

The Education Bureau (EDB) attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely "Universal", "Selective" and "Indicated", as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, "Mental Health@School" (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain

subjects. In addition to disseminating information and online resources for promoting student mental health among schools and parents through various channels, EDB has been continuously promoting diversified student development programmes, so as to enhance students' resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditure (revised estimate) for 2023-24 was about \$91 million. To further promote student mental health, EDB launched the "Mental Health Literacy" resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure is about \$700,000. Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the "gatekeeper" training, thematic course for teachers, which focuses on the needs of students with mental illness, and "the Peer Power – Student Gatekeeper Training Programme" for secondary students. Moreover, EDB has set up the "Mental Health@School" Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB's recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HHB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department (SWD), has launched the "Student Mental Health Support Scheme" to provide appropriate support services for students with mental health needs. Meanwhile, schools' multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government's recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early

stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government's recurrent expenditure, no breakdown is available.

As for parent education, EDB has all along been promoting home-school co-operation and parent education, and organising activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children's emotional problems and foster positive thinking in their children. EDB has also launched the one-stop parent education website "Smart Parent Net" (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily. EDB's expenditure (revised estimate) in 2023-24 on promoting home-school co-operation and parent education is about \$170 million.

Under the principle of school-based management, it is the responsibility of school management to provide quality school education. While improving students' academic performance, schools should also take care of their physical and psychological well-being and whole-person development. Since EDB's implementation of the enhanced School Development and Accountability framework in the 2022/23 school year, schools' capacity in using data to conduct school self-evaluation (SSE) has been further strengthened. Regarding students' mental health, schools can make use of the SSE tools provided by EDB (such as the Assessment Program for Affective and Social Outcomes (APASO) and Stakeholder Survey) and other SSE tools (such as school-based surveys and observation) to gain an understanding of students' development needs in physical and psychological aspects, identify areas which still require attention, and take timely follow-up actions. EDB inspectors will validate the effectiveness of relevant work (including holistic planning of school curriculum, assessment policies and student support measures) based on the SSE outcomes and give suggestions for improvement to safeguard students' well-being.

EDB will continue to promote the mental health of students, teachers and parents through various strategies, including promoting values education and diversified student activities, strengthening support at the school level, promoting parent education and "gatekeeper" training, and disseminating information through different channels. Meanwhile, we will continue to collaborate with schools, other bureaux/departments and various stakeholders to jointly establish a support network to care for students with mental health needs and foster a school culture of acceptance and care, thereby promoting students' physical and psychological well-being.

- End -

EDB090

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1613)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Government has been implementing e-learning for years, and there is a programme to assist schools in implementing the blended mode of learning and teaching. Given the current resumption to normalcy of society, students no longer need to attend classes remotely. Will the Government advise this Committee of the following –

- (1) the effectiveness and assessment methods of the promotion of e-learning over the past 5 years; and
- (2) whether any mechanism is in place to review the effectiveness of the e-learning teaching mode in comparison with that of other non-e-learning teaching modes?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 4)

Reply:

(1) and (2)

The Education Bureau (EDB) has been adopting diversified strategies, including the enhancement of schools' hardware, provision of resources and teacher training, etc., thus enabling schools to devise school-based plans for practising e-learning in light of their school contexts and development needs, so as to make good use of Information Technology (IT) to enhance learning and teaching effectiveness. In order to understand the impact of class suspension due to the COVID-19 epidemic on student learning so as to provide support to students as appropriate, EDB conducted questionnaire based surveys in both the 2019/20 and 2021/22 school years. The results showed that primary and secondary schools had not only employed diversified strategies to support students' systematic learning at home, but also kept track of students' learning progress through different means, made adjustments and provided support according to students' different needs. With the rapid development of e-learning amidst the epidemic, and in tandem with the resumption to normalcy in the society and the advancement of technology, the mode of teaching and learning in schools will also keep abreast of time. To sustain the development of IT in Education (ITE), EDB has been collecting information from schools through different channels, such as school visits, focus

group meetings, surveys, case studies, etc., in order to review the effectiveness of various support measures. Overall speaking, the measures in promoting e-learning have been implemented by EDB smoothly and the feedback from schools on e-learning was positive. Schools generally agree that e-learning can help enhance students' learning motivation and self-directed learning ability. EDB will continue to strengthen ITE through different channels and provide support to schools as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB091

(Question Serial No. 1630)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In the past, the Government has paid to the Hong Kong Examinations and Assessment Authority (HKEAA) examination fees for school candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE). In 2024, the relevant fees will involve a provision for an estimated expenditure of \$150 million, which is, however, not mentioned in the 2024-25 Budget. According to HKEAA's examination fees in 2024, a day-school student is required to pay around \$3,900 for taking 3 elective subjects. In this connection, will the Government advise this Committee of the following –

- (1) the expenditures and numbers of student beneficiaries regarding the Government's payment of examination fees to HKEAA in the past 5 years;
- (2) whether the Education Bureau (EDB) has any other plans in place to subsidise needy students entering for HKDSE; and
- (3) whether EDB has decided not to pay examination fees for HKDSE candidates in 2025? If yes, what are the reasons? If not, what are the reasons for not including such measure in the 2024-25 Budget?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 21)

Reply:

(1)

In the Budgets for the 6 financial years between 2018-19 and 2023-24, the Financial Secretary proposed to pay to the Hong Kong Examinations and Assessment Authority (HKEAA) examination fees for eligible school candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) from 2019 to 2024. The Government's expenditures and numbers of student beneficiaries involved in the above measure over the past 5 years (from the 2019/20 to 2023/24 school years) are as follows –

Year of examination	Expenditure on HKDSE examination fees (\$ million)	No. of student beneficiaries¹
2020	145	45 937
2021	139	43 994
2022	139	43 040
2023	142	43 031
2024	152 ²	43 209 ³

Notes:

- 1 Including the number of candidates who had applied for withdrawal from HKDSE subsequent to the Government's payment of examination fees.
- 2 Figures as at 29 February 2024. The final total expenditure may vary if individual school candidates subsequently change the number of subject entries or withdraw from the examination.
- 3 Figures as at 31 January 2024.

(2)

The Government has put in place an assistance mechanism to support needy candidates, so as to ensure that they will not be denied access to public examinations because of financial difficulties. For example, the Working Family and Student Financial Assistance Agency administers the Examination Fee Remission Scheme to provide eligible school candidates in financial need with examination fee remission; and the Social Welfare Department provides students from families receiving the Comprehensive Social Security Assistance with financial assistance to subsidise their public examination fees.

(3)

HKDSE examination fees have all along been charged in line with the user-pay principle, with users bearing a portion of the costs. The Government's previous payment of examination fees for HKDSE school candidates was a one-off initiative to relieve people's burden and share the fruits of economic success with the public, rather than a permanent policy. The Government has no plan to pay examination fees for school candidates entering for the 2025 HKDSE. The Government will continue to review the situation and strive for optimal allocation of precious public resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB092

(Question Serial No. 1119)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is stated in the 2023 Policy Address that the Government will enhance national affairs education, which include strengthening training for Constitution and Basic Law Student Ambassadors and their national history learning experiences, organising more Chinese culture immersion activities, and enriching the contents of the Values Education Curriculum Framework so as to enhance students' learning about the Chinese culture, national history, national geography, and issues on national security.

- (1) What are the details of and estimated expenditure on the implementation of measures for enhancing national affairs education in 2024-25?
- (2) What are the implementation strategies and expected targets of the aforesaid measures?
- (3) Are there any performance indicators for the various measures? If yes, what are the details? If no, what are the reasons?
- (4) Will there be any ongoing assessment of students' understanding of the Constitution and the Basic Law? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 49)

Reply:

(1) to (4)

The Education Bureau (EDB) attaches great importance to the promotion of national education (including national affairs education) in primary and secondary schools, and has all along been adopting a multi-pronged strategy to enhance students' learning about Chinese culture, our country's history and geography, and national security. In 2024-25, we will continue to support schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing a new generation of young people with love for our country and Hong Kong, global perspectives and readiness to shoulder great

responsibilities through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”. The related measures are set out as follows:

Curriculum development

Learning elements related to national affairs education have long been embedded in various subjects of the primary and secondary curricula, such as General Studies, Chinese Language, Chinese History, History, Geography as well as Citizenship and Social Development (CS). EDB continuously enriches and optimises the curriculum, and announced that Primary Humanities would be implemented starting from the 2025/26 school year with enrichment on the elements of Chinese culture, national history and national geography. For secondary schools, the junior secondary Citizenship, Economics and Society curriculum will be fully implemented at Secondary 1 in all secondary schools in Hong Kong in September 2024. The subject will cover learning content such as Constitution and Basic Law education, national security education (NSE), and patriotic education, as well as topics and contents related to the development of our country. Since the 2023/24 school year, the senior secondary CS subject has been fully implemented at Secondary 4 to 6. The curriculum comprises three themes, namely “Hong Kong under ‘One Country, Two Systems’”, “Our Country since Reform and Opening-up” and “Interconnectedness and Interdependence of the Contemporary World”. The content is closely related to the development of our country, with a view to enabling students to develop a comprehensive and accurate understanding of national affairs. Opportunities for Mainland study tours are also provided for students to learn about the development and achievements of our country in person.

In December 2023, EDB announced the enrichment of the *Values Education Curriculum Framework (Pilot Version)*, further emphasising the role of Chinese culture as the backbone of values education and extending the Priority Value and Attitude (PVA) “Care for Others” to “Benevolence”, and adding “Filial Piety” and “Unity” as PVAs to further emphasise the traditional Chinese culture and the ways of thinking. This enables schools to help students develop their national identity and a sense of civic responsibility from an early age, strengthen their affection for and sense of belonging to our country, as well as to think about how to safeguard national security and contribute to our country, through relevant subjects and cross-curricular learning domains on an ongoing basis. Moreover, the Chinese History curriculum will provide students with more opportunities to enhance their understanding of the historical development of our country and the Chinese Communist Party. Meanwhile, through collaboration with museums, we will promote heritage education to give students the opportunity to appreciate the broad and profound Chinese culture. As can be seen from the above, national affairs education is already embedded in the school curriculum with ongoing enhancements for students’ learning through relevant subjects. In 2024-25, we will continue to provide diversified professional support for the relevant curricula; and continuously review and optimise the curriculum in accordance with the existing mechanism when necessary.

Professional training for teachers

Regarding training for teachers, EDB will collaborate with Mainland education authorities and institutions to organise a total of around 50 Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers as well as leadership training for primary and secondary school principals in the 2023/24 school year. Through talks and seminars

delivered by expert scholars, visits to schools and enterprises and study tours on culture, these teacher training activities serve to deepen teachers' understanding of national affairs and historical culture as well as the country's development and achievements, and strengthen their sense of belonging to the country, thereby enhancing their capacities in promoting national education and nurturing students' sense of national identity in school.

To tie in with the implementation of the curricula and the contents and needs of various subjects (including Primary Humanities soon to be introduced), EDB will continue to arrange different modes of teacher training activities for in-service teachers in 2024-25 on Chinese culture, national history, national geography, national security and Mainland study tours, among others. Moreover, "Onsite Enrichment Seminars on NSE" will also be provided for secondary schools implementing the local curriculum so as to further strengthen teachers' professional knowledge and enhance classroom teaching.

Learning and teaching resources

As an ongoing effort, EDB has been producing learning and teaching resources in relation to Chinese culture, national history, national geography and national security. Examples include teaching resources on the Constitution of the People's Republic of China, the theme-based resources webpage "Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem", the National Security Education Online Learning Platform and "Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources". These resources serve to facilitate students' accurate and more comprehensive understanding of the Motherland so as to foster in them a sense of belonging to the country and an awareness to safeguard national security.

In tandem with the optimised content of the *Values Education Curriculum Framework (Pilot Version)*, EDB will, among others, produce a music video to promote the spirit of "Unity" and create some more "Life Event" Exemplars in relation to the learning of traditional Chinese culture. In addition, to align with the learning and teaching of different subject curricula, EDB continuously provides teachers and students with related resources, including the series on traditional Chinese virtues under Primary Humanities, the Multimedia Resource Kit on "General History of China", and the learning and teaching resources on the Belt and Road Initiative under senior secondary CS. Moreover, the Chinese Language curriculum will also align with the teaching of the 93 recommended Chinese classical passages which have been adopted since the 2021/22 school year to further develop teaching resources on Chinese, with a view to enhancing students' cultural literacy as well as cultivating their moral values and affection for our country. As for national geography, EDB has produced 11 audiobooks under the "Learning and Teaching Series on Geography of China" and set up the Geography Online Game Platform for Understanding Our Motherland, enabling students to more readily grasp the fundamental knowledge of national geography. EDB will continue its effort in developing and optimising teaching resources in 2024-25 with a view to supporting learning and teaching in schools.

Life-wide learning activities

Mainland exchange programmes and study tours for students form an important part of national education, including national affairs education, supporting students to enhance their understanding of the history and culture of our country and national affairs through first-hand

experience. EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary CS subject. All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. In the 2022/23 school year, around 43 300 senior secondary students participated in Mainland study tours, and it is expected that around 52 300 senior secondary students will join these study tours in the 2023/24 school year. Currently, Mainland exchange programmes for students and CS Mainland study tours both cover diverse themes and various visiting spots, enabling students to gain first-hand experience of our country's development and achievements in different aspects from multiple perspectives. In 2024-25, EDB will further explore a wider range of suitable spots for visits and step up its efforts in supporting students to gain an understanding of the tremendous achievements made by our country, so as to strengthen their sense of national identity. In the 2024/25 school year, the estimated expenditures on Mainland exchange programmes for students and CS Mainland study tours are \$115 million and \$116 million respectively.

Starting from the 2020/21 school year, EDB has launched the Constitution and Basic Law Student Ambassadors Training Scheme (the Scheme) to foster a sense of national identity among students through the provision of diversified and comprehensive training activities, such as film appreciation sessions on themes about our country, thematic seminars, workshops on national flag raising ceremony, and visits to the Chinese People's Liberation Army Hong Kong Garrison Exhibition Centre. In the 2023/24 school year, over 7 400 students from more than 400 schools are taking part in the Scheme. EDB continues to strengthen the training of student ambassadors by, for example, organising leadership training workshops to help student ambassadors perform their leadership roles more effectively in promoting a diverse range of national education activities in schools. In the 2023/24 school year (as at end-February 2024), around 28 000 students have participated in various training activities.

EDB will also continue to organise diversified activities with a view to enriching primary and secondary students' learning experiences in relation to Chinese history and culture as well as enhancing their interest in learning Chinese culture. Examples of such activities include student competitions on Chinese history and culture, activities related to the teaching of the history of the War of resistance against Japanese Aggression and heritage education, the "Chinese Classic Sayings" campaign, the "Territory-wide Primary Schools Quiz Competition on Chinese History and Culture", and the "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition. In addition, since 2022, EDB has invited schools and students to participate in the production of music videos "My Motherland and I" and "On the Young China" as well as the collections of music videos entitled "The Pearl of the Orient" and "Warm Wishes" to further deepen the affection for our country among primary and secondary students. The above videos have been uploaded to EDB's YouTube channel and EDB Educational MultiMedia website in celebration of the National Day and Hong Kong's return to the Motherland. EDB is currently producing a new collection of music videos, and will be organising large-scale arts events engaging students and featuring Chinese calligraphy as well as Chinese performing arts in 2024-25, with a view to enhancing students' exposure to Chinese culture and hence, foster their sense of national identity.

In the 2023/24 school year, EDB will continue to lead government schools, and join hands with other school sponsoring bodies and school councils to launch the “Love Our Home, Treasure Our Country 2.0” series of inter-school national education activities, so as to commemorate key national events (e.g. the National Day and the National Security Education Day) and promote national education. Such collaboration can facilitate the consolidation of resources and forces of different schools to enhance the effectiveness of national education, and allow patriotic sentiments as well as national concepts to be rooted in the hearts of students.

Assessment

On assessment of students’ learning effectiveness in terms of national education (including Constitution and Basic Law education), EDB keeps in view how work in schools (including national education) is implemented through channels such as inspections, school visits and daily communication with schools. Starting from the 2023/24 school year, EDB will conduct regular focus inspections of at least 50 schools on their implementation of national education (including Constitution and Basic Law education), followed by sharing of inspection findings and promotion of good practices to enhance the quality and effectiveness of national education.

All the key performance indicators (KPIs) regarding EDB’s promotion of national education as set out in the Chief Executive’s 2022 Policy Address have already been met, examples of which include the following:

- Assigning a dedicated co-ordinator to lead the strategic planning of national education (including NSE) based on a whole-school approach in all publicly-funded schools by the 2022/23 school year.
- Completing EDB’s onsite teacher workshops on NSE for all publicly-funded schools by the 2022/23 school year.
- Organising quality whole-school national education activities and participate in national education activities at the inter-school, territory-wide or national levels every year by all publicly-funded schools, starting from the 2022/23 school year.
- Participating in the Mainland study tours by all newly-joined teachers in publicly-funded schools and teachers aspiring for promotion in public sector schools.
- Organising at least one school-based activity relating to Chinese culture every year by all kindergartens joining the Kindergarten Education Scheme, starting from the 2022/23 school year.

KPIs regarding the promotion of patriotic education on campus as set out in the Chief Executive’s 2023 Policy Address are being met as scheduled in an orderly manner, examples of which for the 2023/24 school year include the following:

- Announcing the curriculum framework of Primary Humanities; conducting textbook reviews, providing 4 000 training places for teachers and teaching resources in the 2024/25 school year, and introducing the subject in the 2025/26 school year;
- Conducting focus inspections on the implementation of national education in at least 50 schools to enhance the quality and effectiveness of national education;
- Launching the “Love Our Home, Treasure Our Country 2.0” series of inter-school national education activities with expected attendance reaching 15 000;
- Organising onsite enrichment seminars on NSE for about 2 000 principals and teachers; and

- Organising about 45 Mainland study tours for about 5 000 newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools.

As the expenditure on the work involved in national affairs education is subsumed under EDB's estimated recurrent expenditure, a breakdown is therefore, not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB093

(Question Serial No. 1123)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is stated in the 2023 Policy Address that the Government will enhance national affairs education by deepening students' learning about the Chinese culture, our country's history and geography, and issues on national security.

- (1) What are the details of the relevant work plans for 2024-25 and the estimated expenditure involved?
- (2) Will the relevant work plans feature the 75th anniversary of the founding of our country for this year to further develop students' understanding of our tremendous national achievements based upon arduous toil? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 49)

Reply:

(1) to (2)

The Education Bureau (EDB) attaches great importance to the promotion of national education (including national affairs education) in primary and secondary schools, and has all along been adopting a multi-pronged strategy to enhance students' learning about Chinese culture, our country's history and geography, and national security. In 2024-25, we will continue to support schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing a new generation of young people with love for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities through the approaches of "organic integration", "natural connection", "diversified strategies", "mutual co-ordination", "learning within and beyond the classroom" and "whole-school participation". To commemorate the 75th anniversary of the founding of the People's Republic of China, EDB plans to enrich relevant elements in various work areas to further develop students' understanding of our tremendous national achievements based upon arduous toil. The related measures are set out as follows:

For example, more questions on national affairs and the latest development and achievements of our country will be included in the 2024 Constitution and Basic Law Territory-wide Inter-school Competition cum Celebration of the 75th Anniversary of the Founding of the People's Republic of China Final and Prize Presentation Ceremony. This serves to encourage primary and secondary students to collect and read learning materials relating to national affairs and the development of our country in the preparation process, thus enabling them to gain a deeper understanding of our country, the Hong Kong Special Administrative Region, as well as their constitutional relationship, with a view to enhancing students' sense of belonging to our country and their sense of national identity. EDB will also organise the "Engage in reading to ring in National Day" – Junior Secondary History e-Reading Award Scheme 2024; and produce a teaching resource package based on the exhibition catalogue of "From Distress to Hope: Modern China in the Woodblock Printing of Huang Xinbo" (「從苦難見希望：黃新波木刻版畫上的近代中國」) (tentative name) to introduce the historical development and social features of our country from the War of Resistance to the People's Republic of China. EDB will also organise a joint school student performance to celebrate the National Day and showcase the unique Chinese arts and culture, so as to deepen students' sense of belonging to our nation and sense of patriotism. Furthermore, we plan to celebrate the National Day and promote the inheritance of the fine traditions and spirit of Chinese culture through the "Hong Kong Schools Performing Arts Prize - Winners Showcase" (「香港學界表演藝術 — 優勝者展演」) featuring a variety of performances including Chinese instrumental music, Cantonese operatic singing, Chinese dance, Chinese speech recitation and drama. There will also be a mass Chinese calligraphy activity by a thousand students to celebrate the National Day (「千人揮毫賀國慶」). While allowing opportunity for students to congratulate our country on the National Day, the activity will create a patriotic atmosphere by bringing together over 1 000 teachers and students.

Curriculum development

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Life-wide learning activities

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Starting from the 2020/21 school year, EDB has launched the Constitution and Basic Law Student Ambassadors Training Scheme to foster a sense of national identity among students through the provision of diversified and comprehensive training activities, such as film appreciation sessions on themes about our country, thematic seminars and workshops on national flag raising ceremony. EDB continues to strengthen the training of student ambassadors by, for example, organising leadership training workshops to help student

ambassadors perform their leadership roles more effectively in promoting a diverse range of national education activities in schools.

EDB will also continue to organise diversified activities with a view to enriching primary and secondary students' learning experiences in relation to Chinese history and culture as well as enhancing their interest in learning Chinese culture. Examples of such activities include student competitions on Chinese history and culture, activities related to the teaching of the history of the War of resistance against Japanese Aggression and heritage education, the "Chinese Classic Sayings" campaign, the "Territory-wide Primary Schools Quiz Competition on Chinese History and Culture", and the "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition. In addition, since 2022, EDB has invited schools and students to participate in the production of music videos "My Motherland and I" and "On the Young China" as well as the collections of music videos entitled "The Pearl of the Orient" and "Warm Wishes" to further deepen the affection for our country among primary and secondary students. The above videos have been uploaded to EDB's YouTube channel and EDB Educational MultiMedia website in celebration of the National Day and Hong Kong's return to the Motherland. EDB is currently producing a new collection of music videos with a view to enhancing students' sense of national identity.

In the 2023/24 school year, EDB will continue to lead government schools, and join hands with other school sponsoring bodies and school councils to launch the "Love Our Home, Treasure Our Country 2.0" series of inter-school national education activities, so as to commemorate key national events (e.g. the National Day and the National Security Education Day) and promote national education. Such collaboration can facilitate the consolidation of resources and forces of different schools to enhance the effectiveness of national education, and allow patriotic sentiments as well as national concepts to be rooted in the hearts of students. As the expenditure on the work involved in national affairs education is subsumed under EDB's estimated recurrent expenditure, a breakdown is therefore, not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB094

(Question Serial No. 1140)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Hong Kong Special Administrative Region Government has been working towards its goal of talent development by adopting a multi-pronged approach to nurturing talent. This calls for the relevant authorities of Hong Kong and the Mainland to expedite the mutual recognition of individual professional qualifications and sub-degrees. With regard to exploring with the Mainland the feasibility of mutual recognition of sub-degrees and increasing the number of schools for sub-degree holders to pursue studies in the Mainland, what are the plans for 2024-25?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 26)

Reply:

The Hong Kong Special Administrative Region Government has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications in a bid to expand the vocational and professional talent pool of Hong Kong, create strong impetus for growth for Hong Kong, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. In the first half of 2023, the Education Bureau completed the Review of Sub-degree Education to more sharply differentiate vocational and professional education and training (VPET) and academic pathways, and to enhance the positioning of VPET at sub-degree level. The updated programme guidelines were promulgated in July 2023. We also made a study visit to Guangdong Province in November 2023 and met with the relevant Mainland authority and institutions offering higher vocational education. We are proactively following up the mutual recognition of sub-degree level qualifications with the relevant Mainland authorities and are exploring the trial implementation of mutual recognition on a pilot basis. Details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB095

(Question Serial No. 1659)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 195 of the Budget Speech that the Government will continue to foster industry-institution collaboration and diversified development to enhance vocational and professional education and training (VPET). In this connection, will the Government advise this Committee of the following—

- (1) whether exchanges and collaboration with the Mainland's VPET providers will be strengthened, including launching joint programmes and providing internship opportunities with vocational institutions and organisations in the Mainland, so as to enhance young people's vocational skills; and
- (2) whether there are any plans to encourage VPET providers in Hong Kong and the Mainland to offer more applied degree programmes, including those on financial technology, wealth management and green finance, so as to nurture more talent in the related disciplines?

Asked by: Hon LEE Wai-wang, Robert (LegCo internal reference no.: 29)

Reply:

- (1) There have been proactive exchanges and collaboration on vocational and professional education and training (VPET) between the Vocational Training Council (VTC) and Mainland organisations. At present, VTC and its member institutions have established collaborative partnerships with some 70 government departments, institutions and organisations of Mainland provinces and cities to jointly promote co-operation relating to VPET in various areas. In particular, VTC has signed memoranda of understanding with the provincial departments of education of Guangdong, Guangxi and Sichuan as well as the Human Resources and Social Security Department of Guangdong Province, with a view to supporting the exchanges and collaboration among institutions offering VPET.

Meanwhile, VTC and Shenzhen Polytechnic University (SZPU) have been providing joint training programmes that offer dual certificates since 2008. Graduates from the

programmes are awarded a higher diploma by VTC and a certificate for specialised skills by SZPU. VTC and SZPU entered into a collaborative framework agreement in December 2020 to pursue further collaboration in different areas, including offering joint programmes, providing vocational training, internships and exchange opportunities for students from Guangdong and Hong Kong, and conducting research and development.

To provide its students with higher-quality and more diversified learning, internship and training opportunities, VTC established its first operation centre in the Mainland (the centre) inside the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) Vocational Education Park (the Vocational Education Park), Nanshan District, Shenzhen. With the official commencement of operation of the centre in March 2023, VTC is able to capitalise on the resources of the Vocational Education Park to provide more learning and internship opportunities for its students.

Furthermore, starting from the 2023-24 financial year, the Education Bureau has provided VTC with a funding totalling \$10 million for 5 years to implement a short-term learning programme titled “GBA Explorer Trip”. It is expected to benefit about 6 000 students of VTC’s higher diploma and diploma programmes. The learning programme covers, inter alia, national education, seminars on the latest developments in the Mainland, industry-specific learning activities, visits to enterprises and cultural experiential activities, with a view to enhancing students’ overall understanding of the development of GBA as well as the study and employment opportunities therein. As at February 2024, nearly 1 100 VTC students participated in the GBA Explorer Trip.

- (2) The Government launched two rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Eight pilot applied degree programmes offered by four self-financing post-secondary institutions were selected. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been appointed as a consultant to assist the institutions in developing the pilot programmes. The first batch of pilot programmes were launched in the 2022/23 academic year, while the second batch of programmes are expected to be launched in the 2024/25 academic year pending their successful completion of the relevant quality assurance processes. On the basis of the experience gained from the Pilot Project, we promulgated the Guidelines in Developing Applied Degree Programmes in February 2024, encouraging post-secondary institutions to carry out planning for more applied degree programmes.

In particular, two applied degree programmes offered by the Technological and Higher Education Institute of Hong Kong (THEi) under VTC have been selected for the Pilot Project. In addition, THEi strives to promote the development of VPET in Hong Kong and the Mainland. For example, in the 2023/24 academic year, THEi offers for the first time a Bachelor of Arts (Honours) in Public Relations and International Events Management programme and a Bachelor of Arts (Honours) in Hotel Operations Management programme with Putonghua as their medium of instruction (MOI). THEi plans to offer in the 2024/25 academic year a Master of Business Administration (Digital Transformation) programme, an applied programme, with Putonghua as MOI, for locals and mainlanders who are interested in pursuing further studies.

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CONTROLLING OFFICER'S REPLY

EDB096

(Question Serial No. 2426)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding teacher registration and conduct, please advise this Committee of the following –

- (1) The utilisation of the e-Platform for Registered Teacher Information so far since its launch last year, and its usage rate compared to that of the conventional paper-based application method.
- (2) The respective follow-up actions taken on cases of professional misconduct by teachers in primary and secondary schools in the past 3 years, with a breakdown by type of actions, namely cancellation of teacher registration, issuance of reprimand letter, issuance of written warning, issuance of written advice and issuance of verbal reminder/recording for future reference.
- (3) The respective numbers of cases in which follow-up actions were taken on teachers involved in sex-related offences or behaviours that went beyond the normal teacher-student relationship in primary and secondary schools in the past 3 years, and their percentages in the total number of cases.
- (4) In light of a recent incident involving a basketball coach suspected of developing an inappropriate intimate relationship with a student, has the Government considered strengthening regulations to address existing grey areas? For instance, certain behaviours may not meet the threshold for criminal conviction but fall short of societal expectations in terms of ethical conduct. If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 64)

Reply:

(1)

In accordance with the prevailing requirements, registered teachers (RTs) should notify the Education Bureau (EDB) within 1 month of any changes in personal particulars, including the correspondence address and phone number. All along, RTs holding teaching positions in publicly funded schools, kindergartens, international schools and private schools offering a formal curriculum have been able to submit teacher registration-related information to EDB through schools or the EDB e-Services Portal. In late September 2023, EDB launched the e-Platform for Registered Teacher Information (e-Platform) to facilitate the e-submission of updated personal particulars by other RTs, including RTs who are not serving in the aforementioned schools, and those serving in schools but have not submitted relevant information through the school and/or without access to the EDB e-Services Portal, in compliance with the relevant requirements. The e-Platform has been operating smoothly thus far. RTs concerned are required to use the e-Platform for submitting their updated personal particulars. As EDB has not compiled statistics on the number of RTs who updated their personal particulars using paper-based method, it is not possible to compare the usage rates of the two methods.

(2) and (3)

EDB has all along seriously followed up on cases of suspected professional misconduct in accordance with established procedures in a professional manner to prevent improper persons from becoming teachers, so as to safeguard the quality of education and students' well-being. If a teacher is found to have committed a serious offence, an act of immorality or professional misconduct, EDB will issue a reprimand letter, a warning letter or an advisory letter to the teacher, depending on the nature and severity of the case. For serious cases, EDB will cancel the teachers' registration pursuant to the Education Ordinance.

The follow-up actions taken by EDB against teachers' professional misconduct in the past 3 years (2021 to 2023) are tabulated below –

	2021	2022	2023
Cancellation of teacher registration	7	21	47
Reprimand letter	36	12	13
Written warning	70	43	69
Written advice	22	11	13
Verbal reminder/Record for future reference	16	17	29

Among the above cases of cancellation of teacher registration, the respective numbers of cases involving sex-related offences or behaviours that went beyond teacher-student relationships, as well as their percentages in the total number of cancellation cases, are tabulated below –

	2021	2022	2023
Sex-related offences	2 (29%)	7 (33%)	18 (38%)
Behaviours that went beyond teacher-student relationships	0 (0%)	5 (24%)	3 (6%)

Regarding cases where other follow-up actions were taken, we do not categorise the cases by type as many of them were complicated or involved multiple allegations. Moreover, since the aforementioned cases of professional misconduct involved both serving and non-serving

teachers, with some having taught in different types of schools, we are unable to provide a breakdown by school type.

(4)

EDB attaches great importance to the well-being of students. Schools are constantly reminded to strengthen management measures regarding appointments and related matters to guard against improper persons to be appointed as school staff. To further strengthen the protection for students, EDB issued EDB Circular No. 14/2023 on “Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools” in August 2023. The circular serves as a reminder to schools on matters relating to the appointment of school staff, including enquiring with EDB about their teacher registration, checking certificates of service issued by previous employers, and requesting prospective employees to undergo Sexual Conviction Record Check, with a view to strengthening their gate-keeping role. Schools are also required to perform a monitoring and supportive role in staff management.

Furthermore, EDB promulgated the Guidelines on Teachers’ Professional Conduct (the Guidelines) in end 2022 to clearly stipulate the professional conduct and norms of behaviour required of teachers. As specified in the Guidelines, teachers should refrain from engaging in any behaviour that goes beyond the teacher-student relationships. No tolerance will be given to teachers who violate professional conduct. We have been collecting information on cases involving teachers’ unlawful acts, arrests or misconduct through various channels, including school reports, public complaints, and press/media coverage. Even if a teacher has not committed any offence, if he or she is found to have engaged in an act of immorality or professional misconduct, EDB will handle the case in a serious manner, including considering the cancellation of the teacher’s registration, or issuing a reprimand letter, a warning letter, an advisory letter or a verbal reminder to ensure that all teachers allowed to teach in schools are fit and proper persons, thereby safeguarding the well-being of students.

- End -

CONTROLLING OFFICER'S REPLY

EDB097

(Question Serial No. 2154)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Regarding adolescent mental health, which has been a matter of public concern in recent years, please advise this Committee of the following –

1. What measures are currently implemented by the Government to promote student mental health, and what are the respective expenditures involved in secondary and primary schools?
2. It is mentioned in the Budget that the Enhanced School-based Educational Psychology Service will be provided to public sector primary and secondary schools with a comparatively large number of students with special educational needs. How many schools will be included in this service? What will be the enhancement measures and the expenditure involved?
3. Has the Government evaluated the effectiveness of the measure of “two school social workers for each school” implemented in secondary schools in 2019? If yes, what are the details? If no, what are the reasons?
4. Apart from assisting students, has the Government allocated resources to provide psychological counselling service to the heads and staff of schools?
5. How effective was the “Student Mental Health Support Scheme”, which is launched by the Education Bureau in collaboration with the Hospital Authority, the Health Bureau and the Social Welfare Department, in the past 2 years? How many schools are participating in the scheme in the current school year?

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 2)

Reply:

(1)

The Education Bureau (EDB) attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects. In addition to disseminating information and online resources for promoting student mental health among schools and parents through various channels, EDB has been continuously promoting diversified student development programmes, so as to enhance students’ resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditure (revised estimate) for 2023-24 was about \$91 million. To further promote student mental health, EDB launched the “Mental Health Literacy” resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure was about \$700,000. Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the “gatekeeper” training, thematic course for teachers, which focuses on the needs of students with mental illness, and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. Moreover, EDB has set up the “Mental Health@School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HKB), in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department (SWD), has launched the “Student Mental Health Support Scheme” (SMHSS) to provide appropriate support services for students with mental health needs. Meanwhile, schools’ multi-disciplinary teams (including school-based educational

psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government's recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government's recurrent expenditure, no breakdown is available.

As for parent education, EDB has all along been promoting home-school co-operation and parent education, and organising activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children's emotional problems and foster positive thinking in their children. EDB has also launched the one-stop parent education website "Smart Parent Net" (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily. EDB's expenditure (revised estimate) in 2023-24 on promoting home-school co-operation and parent education is about \$170 million.

(2)

Starting from the 2016/17 school year, EDB has been progressively providing the Enhanced School-based Educational Psychology Service (Enhanced SBEPS) to public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs, with a view to assisting schools in providing more comprehensive and regular intervention service for students in need, while also strengthening the preventive and development work. In the 2023/24 school year, the Enhanced SBEPS was provided to 448 schools. EDB will continue to implement the service, aiming to benefit about 60% of public sector primary and secondary schools. The estimated expenditure involved in SBEPS (including Enhanced SBEPS) in the 2023/24 school year is about \$210 million.

(3)

SWD has outcome indicators set for school social work service. Results of the outcome evaluation of the service in the past 5 years are as follows –

Outcome indicator and agreed level		Performance				
		2019-20	2020-21	2021-22	2022-23	2023-24
Percentage of cases closed having achieved the goal agreed with service users in a year	75%	93-100%	91-100%	94-100%	94-100%	Note 1
Percentage of groups completed having achieved the goal agreed with group members in a year	60%	96-100%	90-100% Note 2	96-100%	92-100%	Note 1

Note –

1. Full-year data are not yet available for outcome evaluation.
2. Service operators who were unable to complete the post-service evaluation due to the suspension of face-to-face classes in schools during the COVID-19 epidemic are not included.

(4)

To help teachers and principals cope with stress at work or personal emotional problems, EDB has set up the Teachers' Helpline to provide telephone counselling and appropriate support services. The counselors of the Teachers' Helpline will do their best to understand the situation of the callers and help them analyse and address their problems. They will also, as and when necessary, provide professional telephone counseling and face-to-face counseling and arrange for professionals (such as clinical psychologists) to follow up the cases. In addition, EDB also organises various courses for teachers and principals on stress management and promotion of physical and mental well-being under the Teachers' Helpline initiative to help teachers relax and relieve stress.

(5)

Adopting a medical-education-social collaboration model, SMHSS provides support to students with mental health needs through a multi-disciplinary team comprising a psychiatric nurse from HA, a designated teacher and a school social worker in schools. The coverage of SMHSS has expanded from 17 primary and secondary schools in the 2016/17 school year to 210 schools in the 2023/24 school year.

It was announced in the 2022 Policy Address that HHB will strengthen the multi-disciplinary SMHSS to identify students in need and make arrangements for them to receive professional support at the first opportunity. Subsequently, the Advisory Committee on Mental Health (ACMH) conducted a review of SMHSS operations in 2023. ACMH considered that SMHSS was operating well in general, and gave recommendations for enhancing its operation and the service delivery of the multi-disciplinary team. Based on these recommendations, HHB, EDB and HA will further enhance SMHSS. This includes improving case management; clarifying the roles of professionals from the medical, educational and social sectors; strengthening internal co-ordination in participating schools regarding mental health; and strengthening the monitoring of SMHSS operations, such as addressing students' refusal of follow-up services. Close collaboration with schools and non-governmental organisations will be maintained to facilitate early identification of students in need and arrangements for them to receive professional support. HHB, EDB and HA will provide regular updates on the progress to ACMH.

- End -

CONTROLLING OFFICER'S REPLY

EDB098

(Question Serial No. 2169)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

In Hong Kong, the declining birth rate has resulted in a year-on-year decrease in the number of school-age children. Regarding the expenditure on Primary Education, please advise this Committee of the following –

- (1) the number and percentage of public sector primary schools currently implementing small class teaching (SCT), and the reasons why some public sector primary schools have not implemented SCT;
- (2) whether the Government has any plans to reduce the establishment of primary school teaching staff in the next 3 years; and
- (3) regarding the provision of the Enhanced School-based Speech Therapy Service to all public sector primary schools as mentioned in the Budget, the number of school-based speech therapist posts under the current establishment, the vacancy situation, and whether the current establishment is sufficient to meet the demand.

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 18)

Reply:

(1)

Small class teaching (SCT) is a teaching strategy with the objective to enhance students' learning effectiveness and optimise learning and teaching efficacy, rather than an approach to address the decline in school-age population. It is an established government policy to implement SCT in public sector primary schools. In the 2023/24 school year, the Education Bureau (EDB) has implemented SCT in about 85% (383 schools) of public sector primary schools in Hong Kong, adding 32 additional schools in the 2024/25 school year and further 9 additional schools in the 2025/26 school year. It is expected that by then, about 95% of public sector primary schools will implement SCT. At present, a small number of public sector primary schools have yet been included in the SCT implementation plan. This is mainly because there still exists certain demand for school places in the school nets concerned, in which there are insufficient vacant classrooms for operating the additional

classes needed due to reduction in the number of students allocated to each class. We will continue to carefully look into the situation and communicate with the schools for early implementation of SCT in public sector primary schools in a pragmatic and flexible manner.

(2)

Generally speaking, the staffing and resources required of public sector schools depend on the number of classes they operate. Under the existing mechanism, EDB will, based on the Codes of Aid and the principles set out in relevant circulars, provide aided primary schools with regular teaching posts on the approved establishment. We will keep in view the changes in future school-age population and maintain close communication with the school sector.

(3)

Starting from the 2019/20 school year, EDB has created school-based speech therapist (SBST) posts in public sector ordinary primary and secondary schools by phases to allow schools to form clusters to employ SBSTs for the implementation of the Enhanced School-based Speech Therapy Service. The service has been fully implemented since the 2023/24 school year with a total of 412 SBST posts created. The current establishment should be sufficient to meet the demand. In case of unsuccessful recruitment of SBSTs, the school clusters may, for the time being, procure service to support students with speech and language impairment in schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 2170)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

There has been a continuous decline in the birth rate in Hong Kong and a decrease in the number of school-age children year by year. Regarding the expenditure on secondary education, please advise this Committee of the following –

- 1 whether the Government has plans to reduce the teaching staff establishment of secondary schools in the future;
- 2 whether the Government has plans to implement small class teaching in secondary schools in the future; if yes, of the details; if no, of the reasons; and
- 3 the estimated amount of funding for secondary schools to organise study tours exploring workplaces in the Greater Bay Area in the 2023/24 school year.

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 19)

Reply:

1
Generally speaking, the staffing and resources required of public sector schools depend on the number of classes they operate. Under the existing mechanism, the Education Bureau (EDB) will, based on the Codes of Aid and the principles set out in the relevant circulars, provide aided secondary schools with regular teaching posts on the approved establishment. We will keep in view the changes in future school-age population and maintain close communication with the school sector to ensure education quality and optimal use of public resources.

2
Small class teaching (SCT) is a teaching strategy with the objective to enhance students' learning effectiveness and optimise learning and teaching efficacy, rather than an approach to address the decline in school-age population. It is an established government policy to

implement SCT in public sector primary schools. As for whether SCT should be implemented at junior secondary level, it is of utmost importance that we must assess whether the reduction of class size in secondary schools is conducive to enhancing students' learning effectiveness. In fact, international studies have suggested that SCT is most effective when students are of a younger age, and its effectiveness tends to wane with students' age. We have no plan to implement SCT at junior secondary level having regard to the aforementioned consideration.

3

Starting from the 2023/24 school year, EDB has launched the 5-year "Greater Bay Area Career Exploration Tours" Programme, under which public sector schools and Direct Subsidy Scheme schools offering the local senior secondary curriculum can arrange study activities in the Greater Bay Area for senior secondary students. The estimated expenditure for the 2023/24 school year is about \$10.4 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB100

(Question Serial No. 0234)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

1. What are the number of kindergarten (KG) teachers, the number of teachers holding a bachelor's degree in early childhood education and its percentage out of the total number of teachers in each of the past three school years;
2. What are the salary range, average salary and median salary of KG teachers in each of the past three school years (by rank);
3. What are the wastage figure and wastage rate of KG teachers in each of the past three school years (by KGs offering only whole-day classes, KGs offering only half-day classes, and KGs offering both half-day and whole-day classes); and
4. What work has been completed/is being taken forward/will be carried out by the Education Bureau to provide KG teachers with a salary range and career ladder, improve the quality assurance framework, strengthen governance and supervision, and enhance teachers' professional competence? What measures are in place to address the high wastage rate of KG teachers?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 21)

Reply:

1.
From the 2021/22 to 2023/24 school years, the number of teachers serving at kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) (Scheme KGs), and among such teachers, the respective numbers of those holding a Certificate in Early Childhood Education or above qualifications and those holding a Bachelor's Degree in Early Childhood Education, and their percentage shares are tabulated below –

	School year (Note 1)		
	2021/22	2022/23	2023/24 (provisional figures)
No. of teachers	10 367	9 542	8 827
No. (%) of teachers holding a Certificate in Early Childhood Education or above qualifications (Note 2)	10 115 (97.6%)	9 332 (97.8%)	8 685 (98.4%)
No. (%) of teachers holding a Bachelor's Degree in Early Childhood Education (Note 3)	6 271 (60.5%)	6 028 (63.2%)	5 758 (65.2%)

Note:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Refers to a Certificate in Early Childhood Education, Bachelor's Degree in Early Childhood Education or Post-graduate Diploma in Education (Early Childhood Education).
- (3) Figures include teachers concurrently holding a Certificate in Early Childhood Education.

2.

The salary ranges for teachers of Scheme-KGs from the 2021/22 to 2023/24 school years are set out at the Annex. Unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. As the proposed number of senior teachers and rank of principals are for KGs' reference only and the actual arrangements may vary among KGs, it is inappropriate to provide the average and median salaries by the relevant ranks. The average and median salaries of teachers and principals are tabulated below –

Monthly salary of teachers	School year		
	2021/22	2022/23	2023/24 (provisional figures)
Average	\$30,168	\$30,725	\$31,869
Median	\$28,780	\$29,500	\$30,534

Monthly salary of principals	School year		
	2021/22	2022/23	2023/24 (provisional figures)
Average	\$54,544	\$55,312	\$57,539
Median	\$54,500	\$55,227	\$57,390

Note: Figures refer to the position as at mid-September of the respective school years.

3.

The number of drop-out teachers and wastage rate of teachers in Scheme-KGs, with a breakdown by KG type, from the 2021/22 to 2023/24 school years are tabulated below –

School year	Type of KGs	Teachers in Scheme-KGs	
		No. of drop-out teachers	Wastage rate
2021/22	Operating whole-day (WD) classes only	346	12.4%
	Operating half-day (HD) classes only	280	10.6%
	Operating both WD and HD classes	729	13.4%

School year	Type of KGs	Teachers in Scheme-KGs	
		No. of drop-out teachers	Wastage rate
2022/23	Operating WD classes only	475	18.0%
	Operating HD classes only	439	17.3%
	Operating both WD and HD classes	896	17.3%
2023/24 (provisional figures)	Operating WD classes only	486	19.5%
	Operating HD classes only	383	17.0%
	Operating both WD and HD classes	970	20.2%

Note:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) “Drop-out teachers” refer to teachers who were serving in a KG concerned of the preceding school year but were no longer serving in any KG in the school year concerned. “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers in the KGs concerned of the preceding school year.

4.

It is natural that decline in KG student population leads to corresponding adjustment to the demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons.

All KGs in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents’ needs. The Government has been enhancing existing grants or providing additional grants in view of the development and operational needs of the KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways.

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

On teachers’ career ladder, given the diversity of the sector, KGs are allowed to take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources flexibly for formulating the promotion arrangement of teachers. Besides, as KGs’ mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows

them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

In addition, all Scheme-KGs are subject to the Quality Assurance Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by EDB. Both SSE and QR are conducted on the basis of the Performance Indicators (PIs). The refined PIs and the regularly organised talks and SSE workshops help KGs conduct SSE in a more holistic and focused manner. The enhanced Quality Assurance Framework facilitates KGs' continuous self-improvement and promotes the quality of KG education. Furthermore, Scheme-KGs should establish a more participatory school governance framework that facilitates participation of various stakeholders in the decision-making process, thereby enhancing transparency and accountability of school governance as well as effectiveness of school operation.

The provision of quality KG education hinges on teachers' professional capability and principals' effective leadership. Upon consultation with teacher education institutions, EDB in 2018 refined the programme frameworks for Certificate in Early Childhood Education, Bachelor of Education and Postgraduate Diploma in Early Childhood Education. Under the revised frameworks, we have strengthened the practicum requirements, and enriched the curriculum elements of catering for children's diversity (particularly non-Chinese speaking students and students at risk of developmental delay), with a view to nurturing teachers who can effectively facilitate children's learning and provide them with timely and proper care. EDB has also refined the framework for the Certification Course for KG principals, so as to enhance serving principals' capability of leading schools' continuous development, and to well equip aspiring principals for discharging their duties. From the 2021/22 school year onwards, structured learning programmes of a longer duration (e.g. lasting for several weeks) have been provided for experienced teachers, senior teachers or teachers aspiring for senior posts for in-depth study on various education issues, and subsidies for supply teachers have been provided in this regard. Moreover, we provided Scheme-KGs with a one-off Professional Capacity Enhancement Grant (PCEG) in 2022, and have enhanced PCEG in March 2024 to increase its rates, expand its scope and extend its deployment period. This aims to further strengthen the capacity of teachers and facilitate their professional development.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing better kindergarten education to students.

**Salary ranges for teachers under the Kindergarten Education Scheme (the Scheme)
from the 2021/22 to 2023/24 school years**

Rank of teaching staff	Salary range		
	2021/22 school year	2022/23 school year	2023/24 school year
Class Teacher	\$22,790 – \$40,530	\$23,360 – \$41,540	\$24,330 – \$43,270
Senior Teacher	\$30,400 – \$48,140	\$31,160 – \$49,340	\$32,460 – \$51,400
Vice Principal	\$37,990 – \$53,200	\$38,940 – \$54,530	\$40,560 – \$56,800
Principal II	\$43,070 – \$59,540	\$44,150 – \$61,030	\$45,990 – \$63,570
Principal I	\$50,660 – \$67,140	\$51,930 – \$68,820	\$54,100 – \$71,690

Note:

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

- End -

CONTROLLING OFFICER'S REPLY

EDB101

(Question Serial No. 0235)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Please advise of the policy measures on education that have been put in place since the current-term Government took office, and the additional recurrent expenditure involved for each of these policy measures.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 22)

Reply:

The current-term Government has, since assuming office, been committed to enhancing the quality of education by taking forward various initiatives. The major initiatives involving recurrent expenditure are set out at **Annex**.

Major initiatives involving recurrent expenditure	Recurrent expenditure (full-year effect)
Post-secondary and Vocational and Professional Education and Training <ul style="list-style-type: none"><li data-bbox="177 533 1125 689">● Taking forward the initiatives in the 2022 Policy Address, by gradually increasing the number of research postgraduate places for the University Grants Committee-funded universities from 5 595 to 7 200 in the 2024/25 academic year.<li data-bbox="177 723 1125 880">● Gradually increasing the quota of the Hong Kong PhD Fellowship Scheme from 300 to 400 places per academic year starting from the 2024/25 academic year, to attract more outstanding talents to study and conduct research in Hong Kong.<li data-bbox="177 913 1125 1350">● Taking forward the initiatives in the 2022 Policy Address, by expanding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to cover top-up degree programmes, and increasing in phases the numbers of subsidised places (3 000 per cohort) subject to the progress of the review of the Post Secondary Colleges Ordinance (Cap. 320), as well as rationalising the implementation details of the SSSDP and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong to benefit students from different backgrounds, with effect from the 2023/24 academic year.<li data-bbox="177 1384 1125 1585">● Providing additional subsidies for full-time students pursuing designated applied degree programmes under SSSDP starting from the 2024/25 academic year, to encourage institutions to offer more applied degree programmes and enhance enrolment incentive.<li data-bbox="177 1619 1125 1933">● Launching the Diploma of Applied Education Programme on a regular basis from the 2023/24 academic year in place of the Diploma Yi Jin Programme, in order to continue to provide an alternative pathway for Secondary Six school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study; and introducing Learning Management System to support the enhancements to the teaching and learning of the programme.	\$816 million \$104 million \$935 million \$104 million \$100 million

Major initiatives involving recurrent expenditure	Recurrent expenditure (full-year effect)
<p>Primary and Secondary Education</p> <ul style="list-style-type: none"> • Continuing to roll out small class teaching (SCT) in public sector primary schools, further to the plan to implement SCT at 31 schools in the 2023/24 and 2024/25 school years, the Education Bureau will arrange to implement SCT at 7 additional schools from the 2024/25 school year. The percentage of public sector primary schools implementing SCT would increase to over 90% by then, one year ahead of the schedule mentioned in the 2022 Policy Address. • Enhancing the staff provision of resource teachers for students comorbid with autism spectrum disorder in primary and secondary sections of aided special schools and extend it to schools for social development starting from the 2024/25 school year. 	<p>\$126 million</p> <p>\$29 million</p>
<p>Kindergarten Education</p> <ul style="list-style-type: none"> • Providing subsidy to kindergartens joining the Kindergarten Education Scheme to facilitate the organisation of experiential learning activities outside classroom for students with effect from the 2023/24 school year. • Introducing an additional provision to kindergartens joining the Kindergarten Education Scheme for employment of supply teachers as temporary relief due to illness with effect from the 2023/24 school year. 	<p>\$27 million</p> <p>\$15 million</p>

- End -

CONTROLLING OFFICER'S REPLY

EDB102

(Question Serial No. 0236)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

- (1) What were the respective numbers, median ages, and numbers and rates of wastage of graduate teachers and non-graduate teachers in public sector primary, secondary and special schools in the past 3 years?
- (2) Among the non-graduate teachers serving in public sector primary, secondary and special schools, how many of them possess qualifications for appointment to graduate teaching posts? What percentage do they represent of the total number of non-graduate teachers? What are their median age and wastage rate?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 23)

Reply:

(1) and (2)

Under the all-graduate teaching force policy, all teacher posts within the approved establishment of public sector schools are graduate teacher posts. In principle, only teachers without a local bachelor's degree (or equivalent) or those who choose not to be regarded as graduate teachers of their own accord will remain in the non-graduate teacher posts. Hence, the number of non-graduate teachers on the approved establishment has continued to decrease.

The numbers and median ages of teachers appointed as graduate teachers and non-graduate teachers (including non-graduate teachers with Bachelor's degree or above) within the approved establishment and teachers outside the approved establishment (i.e. temporary teachers/teachers employed under other grants) in public sector schools, and the respective numbers of drop-out teachers and wastage rates from the 2020/21 to 2022/23 school years are set out at Annex.

Numbers and median ages of teachers appointed as graduate teachers and non-graduate teachers within the approved establishment and teachers outside the approved establishment (i.e. temporary teachers/teachers employed under other grants) in public sector schools and the respective numbers of drop-out teachers and wastage rates from the 2020/21 to 2022/23 school years

School year	Graduate teachers within the approved establishment				Non-graduate teachers within the approved establishment								Teachers outside the approved establishment			
					All				With Bachelor's degree or above							
	No. of teachers	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Proportion among non-graduate teachers (%)	Median age	Wastage rate (%)	No. of teachers	Median age	No. of drop-out teachers	Wastage rate (%)
Primary schools (government and aided)																
2020/21	19 980	42	560	2.8	510	50	70	9.3	200	38.3	47	9.1	2 260	28	330	14.9
2021/22	19 840	42	1 220	6.1	380	51	70	14.3	130	33.9	48	13.3	2 280	28	310	13.9
2022/23	19 400	42	1 520	7.6	270	51	60	16.6	80	28.5	49	13.2	2 530	28	340	14.8
Secondary schools (government, aided and caput)																
2020/21	19 680	44	790	4.0	250	53	30	8.7	80	33.1	51	6.6	2 910	28	210	8.1
2021/22	19 490	44	1 460	7.4	200	54	40	16.9	60	30.2	53	20.2	3 200	27	280	9.5
2022/23	19 280	43	1 830	9.4	140	54	40	18.6	40	24.8	54	18.3	3 470	26	370	11.5
Special schools																
2020/21	1 930	39	90	5.0	40	53	10	6.5	10	32.5	44	8.1	60	32	10	17.4
2021/22	1 960	39	170	8.9	30	53	10	17.5	10	30.0	46	7.7	60	29	10	20.0
2022/23	1 940	40	220	11.4	20	55	(less than 5)	13.3	10	30.0	52	11.1	70	30	10	15.5

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Numbers of teachers/drop-out teachers are rounded to the nearest 10. The proportions among non-graduate teachers are calculated based on the unrounded figures.
- (3) Teachers outside the approved establishment in public sector special schools only cover temporary teachers.
- (4) "Wastage rate" refers to the number of "drop-out teachers" as a percentage of the total number of teachers concerned in the preceding school year. "Drop-out teachers" of the public sector ordinary schools refer to the teachers who were serving in public sector ordinary schools in the preceding school year but were no longer serving in any local ordinary schools in the school year concerned. "Drop-out teachers" of the public sector special schools refer to the teachers who were serving in public sector special schools in the preceding school year but were no longer serving in any public sector special schools in the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB103

(Question Serial No. 0237)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information –

1. the breakdown of provision for pre-primary education in the past 3 years and the coming year;
2. the respective numbers of local non-profit-making kindergartens (KGs), local non-profit-making KGs under the Kindergarten Education Scheme (the KG Scheme) and local private independent KGs, and the respective numbers of students studying in these KGs in each of the past 3 years; and
3. the respective numbers of KGs operating half-day, whole-day and long whole-day classes under the KG Scheme, and among the subsidised KGs, the number of those still collecting school fees and the respective amount of the highest, lowest and median school fee in each of the past 3 years.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 24)

Reply:

1. The breakdown of major expenditure items on pre-primary education from 2021-22 to 2024-25 is tabulated in Annex 1.
2. From the 2021/22 to 2023/24 school years, the respective number of local private independent (PI) kindergartens (KGs), and local non-profit-making (NPM) KGs joining and not joining the Kindergarten Education Scheme (the KG Scheme), as well as the number of students studying in these KGs are tabulated in Annex 2.
3. From the 2021/22 to 2023/24 school years, the respective number of KGs operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes under the KG Scheme, and among such KGs, the number of those collecting school fees and the level of their school fees are tabulated in Annex 3.

**Breakdown of major expenditure items on pre-primary education
from 2021-22 to 2024-25**

	2021-22	2022-23	2023-24	2024-25
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)	(\$ million) (Estimate)
Kindergarten Education Scheme (the KG Scheme) (Note 1)	6,322.2	5,739.7	5,809.0	5,206.3
Kindergarten and Child Care Centre Fee Remission Scheme	302.7	290.9	292.5	288.8
Refund of rates and government rent to NPM KGs not joining the KG Scheme (Note 1)	6.1	6.0	6.7	7.0
KG principal and teacher training (Note 2)	6.2	5.5	6.0	6.7

Note 1: Starting from the 2017/18 school year, expenditure on rental subsidy and reimbursement of rates and government rent for KGs joining the KG Scheme are subsumed under the overall expenditure of the KG Scheme. NPM KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

Note 2: EDB offers training for KG principals and teachers to enhance their professional competency, which include helping non-Chinese speaking students to learn Chinese, catering for students with special needs in KGs, and Mainland and overseas training programmes. The relevant expenditures are included in education areas other than pre-primary education, but not included in the total expenditure on pre-primary education.

**Number of local PI KGs, and local NPM KGs joining and not joining the KG Scheme
and number of students studying in these KGs
from the 2021/22 to 2023/24 school years**

2021/22 school year

Type of KGs	No. of KGs (Note 1)	No. of students (Note 2)
Local PI KGs (Note 3)	107	16 000
Local NPM KGs joining the KG Scheme	762	120 152
Local NPM KGs not joining the KG Scheme	24	7 445

2022/23 school year

Type of KGs	No. of KGs (Note 1)	No. of students (Note 2)
Local PI KGs (Note 3)	105	15 015
Local NPM KGs joining the KG Scheme	749	109 735
Local NPM KGs not joining the KG Scheme	27	7 896

2023/24 school year

Type of KGs	No. of KGs (Note 1)	No. of students (Note 2)
Local PI KGs (Note 3)	100	14 365
Local NPM KGs joining the KG Scheme	738	102 489
Local NPM KGs not joining the KG Scheme	33	8 244

Note:

- (1) Figures refer to the position as at December of the respective school years.
- (2) Figures refer to the position as at mid-September of the respective school years.
- (3) PI KGs are not eligible to join the KG Scheme.

**Number of KGs joining the KG Scheme and level of their annual school fees
from the 2021/22 to 2023/24 school years**

(1) Number of KGs operating HD, WD and LWD classes and number of KGs collecting school fees

School year	Class	No. of KGs	No. of KGs collecting school fees
2021/22	HD	518	38
	WD	380	347
	LWD	246	233
2022/23	HD	504	37
	WD	376	343
	LWD	243	230
2023/24	HD	493	37
	WD	372	349
	LWD	243	232

Note: Figures refer to the position as at December of the respective school years. KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.

(2) Level of annual school fees

2021/22 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,000	9,000	12,900
Median	3,400	8,300	13,200
Highest	10,400	28,100	28,100
Lowest	100	200	500

2022/23 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,100	9,100	13,200
Median	4,000	8,500	13,300
Highest	10,400	28,100	28,200
Lowest	100	200	500

2023/24 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,300	9,900	13,600
Median	4,100	9,600	13,300
Highest	11,300	28,100	29,300
Lowest	100	200	200

Note: Figures are rounded to the nearest hundred. KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.

- End -

CONTROLLING OFFICER'S REPLY**EDB104****(Question Serial No. 0238)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please advise the numbers of applications received under the Mainland University Study Subsidy Scheme; the respective numbers of students receiving full-rate, half-rate and non-means-tested subsidies; the amounts of subsidy involved; and the institutions attended by these students in the past 3 years.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 25)Reply:

In the 2021/22 academic year, the full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy under the Mainland University Study Subsidy Scheme (MUSSS) were \$16,800, \$8,400 and \$5,600 respectively. As for the 2022/23 and 2023/24 academic years, the means-tested and non-means-tested subsidies under MUSSS are disbursed according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of Subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of applicants, student beneficiaries and the amounts of subsidy disbursed under MUSSS in the past 3 years are tabulated below –

Academic Year	2021/22	2022/23	2023/24 (as at early March 2024)
Total no. of applicants	4 901	5 014	5 086
Total no. of student beneficiaries	4 422	4 551	4 389*
Amount of subsidy disbursed (\$)	56 million	62 million	60 million [@]

* About 200 applications for the 2023/24 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

[@] The total estimated amount of subsidy to be disbursed during the year is around \$62 million.

The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 3** respectively.

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2021/22 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	2	0	3
Shanghai University of Traditional Chinese Medicine	23	4	13
Shanghai International Studies University	5	1	11
Shanghai Jiao Tong University	1	0	6
Shanghai Normal University	4	7	2
Shanghai University of Finance and Economics	2	0	7
Shanghai University of Sport	1	2	0
Shandong University	29	8	13
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	156	49	71
Central Academy of Fine Arts	2	1	4
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	6
The Central Academy of Drama	2	0	0
Central South University	6	0	5
Zhongnan University of Economics and Law	11	5	7
Renmin University of China	2	0	1
China University of Petroleum	0	0	1
China University of Political Science and Law	22	7	28
China Conservatory of Music	1	0	0
Communication University of China	3	4	4
Tianjin University	6	0	3
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	4	38
Beijing University of Chinese Medicine	67	19	65
Beijing Foreign Studies University	1	0	2
Beijing Institute of Fashion Technology	5	0	0
Beijing Normal University	4	3	7
Beijing Normal University – Hong Kong Baptist University United Internal College	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Normal University, Zhuhai	2	0	1
Beijing Institute of Technology	2	0	3
Beijing University of Posts and Telecommunications	4	0	11
Beijing Film Academy	1	1	1
Beijing Language and Culture University	6	2	6
Beijing Sport University	9	4	3
Sichuan University	14	6	19
Sichuan Normal University	10	1	1
Jilin University	5	0	4
Tongji University	6	7	2
Chengdu University of Traditional Chinese Medicine	8	3	2
Shantou University	3	3	1
Jiangxi University of Chinese Medicine	3	0	0
Northwest University	3	1	3
Xi'an Jiaotong University	3	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	5	3	5
Southwestern University of Finance and Economics	6	0	4
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	1	1	1
Southeast University	1	2	3
Donghua University	9	6	2
Wuhan University	11	6	22
Wuhan University of Technology	4	1	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	16	4	4
Nanjing University	2	1	9
Nanjing University of Chinese Medicine	36	11	7
Nanjing Normal University	19	8	9
Nanchang University	8	0	0
Nankai University	4	2	9
Xinghai Conservatory of Music	8	2	3
Chongqing University	27	7	9
Capital Normal University	0	1	3
Zhejiang University	2	2	3
Zhejiang Chinese Medical University	1	1	1
Zhejiang Normal University	6	1	2
Zhejiang Sci-Tech University	12	4	6
Hainan University	1	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shenzhen University	12	5	10
Tsinghua University	13	5	32
Fudan University	9	1	18
Hubei University	1	0	0
Hunan University	7	3	2
Hunan Normal University	13	6	5
Huazhong University of Science and Technology	6	1	2
Central China Normal University	11	4	8
East China University of Political Science and Law	6	1	12
East China Normal University	10	4	11
East China University of Science and Technology	5	4	4
South China Normal University	19	11	11
South China University of Technology	3	2	5
Huaqiao University	496	149	5
Jimei University	6	3	0
Yunnan University	0	0	1
Yunnan Normal University	6	2	0
Xiamen University	16	9	23
Wenzhou Medical University	0	1	0
University of Electronic Science and Technology of China	0	0	2
Ningbo University	1	0	0
University of International Business and Economics	4	4	7
Jinan University	1 113	374	199
Fuzhou University	9	3	2
Fujian University of Traditional Chinese Medicine	2	2	2
Fujian Normal University	7	3	2
Fujian Medical University	1	0	0
Shaoguan University	2	0	0
Guangzhou University	6	1	0
Guangzhou University of Chinese Medicine	113	53	93
Guangzhou Academy of Fine Arts	11	0	3
Guangzhou Medical University	0	3	3
Guangxi University	2	0	0
Guangxi University of Chinese Medicine	22	6	3
Guangdong University of Technology	1	2	1
Guangdong University of Foreign Studies	5	1	3
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong University of Finance and Economics	3	1	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	7	1	6
Lanzhou University	1	0	0
Total	2 599	880	943

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution
in the 2022/23 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	0
Shanghai University	3	0	1
Shanghai University of Traditional Chinese Medicine	21	4	17
Shanghai International Studies University	4	2	11
Shanghai Jiao Tong University	1	0	8
Shanghai Normal University	4	5	2
Shanghai University of Finance and Economics	4	0	6
Shanghai University of Sport	1	1	0
Dalian University of Technology	0	0	1
Shandong University	18	10	13
Shandong University of Traditional Chinese Medicine	1	0	0
Sun Yat-sen University	121	47	68
Central Academy of Fine Arts	3	0	5
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	7
The Central Academy of Drama	1	0	2
Central South University	7	3	10
Zhongnan University of Economics and Law	15	3	15
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	18	3	17
China Conservatory of Music	1	0	0
Ocean University of China	1	0	2
Communication University of China	1	1	4
Tianjin University	5	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	5	35
Beijing University of Chinese Medicine	48	13	65
Beijing Foreign Studies University	0	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Institute of Fashion Technology	6	0	1
Beijing Normal University	4	2	5
Beijing Normal University, Zhuhai	1	0	0
Beijing Institute of Technology	1	0	2
Beijing University of Posts and Telecommunications	3	0	9
Beijing Film Academy	1	0	1
Beijing Language and Culture University	4	2	6
Beijing Sport University	5	1	3
Sichuan University	11	4	18
Sichuan Normal University	8	3	0
Jilin University	4	2	6
Tongji University	5	8	1
Chengdu University of Traditional Chinese Medicine	4	0	1
Shantou University	1	2	2
Northwest University	3	2	4
Xi'an Jiaotong University	4	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	8	2	8
Southwestern University of Finance and Economics	5	0	3
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	1	2
Donghua University	9	6	3
Wuhan University	15	5	21
Wuhan University of Technology	3	1	1
Henan University	1	0	0
Chang'an University	0	0	1
Southern Medical University	12	3	7
Nanjing University	5	0	7
Nanjing University of Chinese Medicine	26	9	6
Nanjing Normal University	16	8	12
Nanchang University	6	0	1
Nankai University	3	3	10
Xinghai Conservatory of Music	6	4	3
Chongqing University	26	9	6
Capital Normal University	1	0	2
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	0	1	1
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	11	3	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Hainan University	1	0	1
Shenzhen University	21	5	12
Tsinghua University	11	2	27
Fudan University	9	2	16
Hubei University	1	0	0
Hunan University	11	3	12
Hunan Normal University	9	6	4
Xiangtan University	1	0	0
Huazhong University of Science and Technology	7	1	3
Central China Normal University	15	3	8
East China University of Political Science and Law	5	1	15
East China Normal University	9	3	7
East China University of Science and Technology	4	4	6
South China Normal University	17	8	18
South China University of Technology	4	1	5
Huaqiao University	557	170	5
Jimei University	3	3	0
Yunnan University	0	0	2
Yunnan Normal University	7	2	0
Xiamen University	13	12	27
Wenzhou Medical University	1	0	3
University of Electronic Science and Technology of China	1	0	2
Ningbo University	2	0	0
University of International Business and Economics	4	2	6
Jinan University	1 232	435	218
Fuzhou University	6	2	1
Fujian University of Traditional Chinese Medicine	2	0	1
Fujian Normal University	8	3	2
Fujian Medical University	1	0	0
Shaoguan University	1	0	0
Guangzhou University	3	1	0
Guangzhou University of Chinese Medicine	98	52	100
Guangzhou Academy of Fine Arts	10	0	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	17	1	3
Guangdong University of Technology	2	3	0
Guangdong University of Foreign Studies	5	0	4
Guangdong University of Finance	4	1	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	1	1	0
Guangdong Medical University	1	0	0
Guangdong Pharmaceutical University	1	0	0
Zhengzhou University	4	1	7
Lanzhou University	1	0	0
Total	2 644	921	986

Mainland University Study Subsidy Scheme

**Breakdown of the number of students receiving subsidies by institution
in the 2023/24 academic year
(as at early March 2024)**

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
China Three Gorges University	1	0	1
Shanghai University	2	0	1
Shanghai University of Traditional Chinese Medicine	20	2	23
Shanghai International Studies University	3	1	6
Shanghai Jiao Tong University	1	1	10
Shanghai Normal University	2	4	2
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	0	1	0
Dalian University of Technology	0	0	1
Shandong University	13	11	14
Shandong University of Traditional Chinese Medicine	0	1	0
Sun Yat-sen University	85	32	54
Central Academy of Fine Arts	2	0	5
Central University of Finance and Economics	1	1	8
The Central Academy of Drama	1	0	1
Central South University	7	2	14
Zhongnan University of Economics and Law	18	1	17
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	12	3	16
China Conservatory of Music	1	0	0
Ocean University of China	0	0	1
Communication University of China	1	0	3
Tianjin University	4	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	15	7	36
Beijing University of Chinese Medicine	46	16	59
Beijing Foreign Studies University	2	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Institute of Fashion Technology	6	0	1
University of Science and Technology Beijing	0	0	1
Beijing Normal University	3	2	8
Beijing Institute of Technology	2	1	1
Beijing University of Posts and Telecommunications	2	0	7
Beijing Film Academy	1	0	1
Beijing Language and Culture University	1	3	4
Beijing Sport University	1	2	3
Sichuan University	11	1	18
Sichuan Normal University	7	4	0
Jilin University	4	1	8
Tongji University	4	7	3
Chengdu University of Traditional Chinese Medicine	1	0	1
Shantou University	1	1	2
Northwest University	2	2	6
Xi'an Jiaotong University	3	4	3
Southwest University	2	0	0
Southwest University of Political Science and Law	7	3	7
Southwestern University of Finance and Economics	3	1	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	0	2
Donghua University	9	6	5
Wuhan University	15	3	16
Wuhan University of Technology	1	0	1
Henan University	1	0	0
Chang'an University	0	0	2
Southern Medical University	14	2	11
Nanjing University	4	1	9
Nanjing University of Chinese Medicine	15	5	5
Nanjing Normal University	17	4	12
Nanchang University	5	0	3
Nankai University	3	3	9
Xinghai Conservatory of Music	7	3	1
Chongqing University	20	6	6
Capital Normal University	1	0	3
Zhejiang University	1	2	1
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	6	2	2
Communication University of Zhejiang	0	1	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Hainan University	1	0	0
Hainan Normal University	0	0	1
Shenzhen University	29	9	19
Tsinghua University	7	2	29
Fudan University	7	2	18
Hunan University	12	2	12
Hunan University of Technology	0	1	0
Hunan Normal University	10	7	2
Xiangtan University	1	0	0
Huazhong University of Science and Technology	6	2	1
Central China Normal University	11	4	10
East China University of Political Science and Law	5	0	10
East China Normal University	6	2	5
East China University of Science and Technology	5	4	5
South China Normal University	15	9	18
South China University of Technology	4	1	5
Huaqiao University	566	178	6
Jimei University	3	1	0
Yunnan University	0	0	1
Yunnan Normal University	4	2	0
Xiamen University	10	8	19
Wenzhou Medical University	2	0	3
University of Electronic Science and Technology of China	1	0	2
University of International Business and Economics	3	1	5
Jinan University	1 272	441	216
Fuzhou University	9	1	2
Fujian University of Traditional Chinese Medicine	2	1	0
Fujian Normal University	7	2	2
Fujian Medical University	2	0	1
Guangzhou University	2	1	1
Guangzhou University of Chinese Medicine	74	44	74
Guangzhou Academy of Fine Arts	8	2	4
Guangzhou Medical University	0	4	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	13	2	2
Guangdong University of Technology	1	3	1
Guangdong University of Foreign Studies	4	2	2
Guangdong University of Finance	4	1	0

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	1	0	0
Guangdong Medical University	2	0	0
Zhengzhou University	8	1	8
Lanzhou University	1	0	0
Total	2 550	897	942

- End -

CONTROLLING OFFICER'S REPLY

EDB105

(Question Serial No. 0239)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Please list the numbers of activities held to promote national security in primary and secondary schools in the past 3 years and the expenditures thereof.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 26)

Reply:

In the past 3 years, the Education Bureau (EDB) has organised activities relating to national security education (NSE) (including exchanges in the Mainland) for teachers and students in primary and secondary schools, with a view to deepening their understanding of our country and national affairs, strengthening their sense of national identity and national pride, and fostering their affection for and sense of belonging to our country as well as a sense of responsibility and ownership, so that they will join hands in safeguarding national security, sovereignty and development interests of our country. Activities that have been organised for students and teachers are set out as follows –

Activities for primary and secondary students

Starting from the 2021/22 school year, EDB and the Security Bureau (SB) have jointly organised the “Let’s Join Hands in Safeguarding National Security” Programme for 3 consecutive years. Activities under the Programme include Online Quiz Competition, Slogan-cum-Poster Design Competition, School Bulletin Board Design Competition and Writing Competition, involving over 190 000 student participants in total. In the 2023/24 school year, EDB, the Department of Justice, SB and the Shine Tak Foundation jointly organised the Territory-wide Inter-school National Security Knowledge Challenge, involving around 103 000 student participants. Other NSE-related activities for primary and secondary students include the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day Online Quiz Competition, the National Constitution Day Online Quiz Competition, as well as the Constitution and Basic Law Student Ambassadors Training Scheme, involving more than 750 000 participants. EDB has also organised the Chinese Classic Sayings campaign and the Territory-wide Primary Schools Quiz Competition on Chinese History and Culture to enhance students’ interests in learning Chinese literature, Chinese history and Chinese culture. In the past 3 years, the total number of students

participating in the Territory-wide Primary Schools Quiz Competition on Chinese History and Culture exceeded 122 000. In addition, a total of over 147 000 student participated in activities such as the “Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture” and the Junior Secondary History e-Reading Award Scheme in the past 3 years. These activities can help students develop cultural confidence and a sense of national identity so that they will join hands in safeguarding cultural security of our country.

Being the school sponsoring body (SSB) of government schools, EDB has taken the lead, in the 2022/23 school year, in launching a series of inter-school national education activities under the theme of “Love Our Home, Treasure Our Country”. In the 2023/24 school year, EDB has also joined hands with other SSBs and school councils to launch the “Love Our Home, Treasure Our Country 2.0” series of inter-school national education activities, which are expected to involve more than 27 000 participants in total. Students participated actively in various learning activities, which received a positive response from the education sector.

EDB also compiles an annual “National Education – Event Planning Calendar” to facilitate the organisation of school-based activities on national education and NSE on important dates in schools. To heighten the sense of belonging towards our homeland as well as deepen the affection for our country and Hong Kong among primary and secondary students, EDB has produced music videos entitled “My Motherland and I” and “On the Young China” in celebration of Hong Kong’s return to the Motherland and the National Day respectively since 2022. The collections of music videos entitled “The Pearl of the Orient” and “Warm Wishes” were also released for celebrating Hong Kong’s return to the Motherland and the National Day respectively in 2023, involving a total of approximately 100 schools and almost 1 000 students in the performance.

Mainland exchange programmes and study tours for students form an important part of national education (including NSE) supporting students to enhance their understanding of the major fields of national security such as cultural, societal, science and technology, and resource security through first-hand experience. EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. The numbers of students joining Mainland exchange programmes from the 2021/22 to 2023/24 school years and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million) [@]
2021/22 [#]	0	0
2022/23 ⁺	600	2.1
2023/24 ⁺⁺	72 700	78.8

[@] Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

[#] Mainland exchange programmes for students were suspended due to the epidemic

⁺ Actual figures revised from last year’s estimates

⁺⁺ Provisional figures

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All

students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. In the 2022/23 and 2023/24 school years, the numbers of senior secondary students joining CS Mainland study tours and the expenditures involved are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million) @
2022/23 ⁺	43 300	29.9
2023/24 ⁺⁺	52 300	82.6

@ Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

+ Actual figures revised from last year's estimates

++ Provisional figures

Professional training activities for primary and secondary teachers

In the 2021/22 and 2022/23 school years, EDB organised “Onsite Teacher Workshop on NSE” for all primary and secondary schools (including special schools) implementing the local curriculum in Hong Kong. All publicly-funded primary and secondary schools have completed the workshops. The workshops were well-received, with the participation of more than 53 000 primary and secondary principals and teachers. Starting from the 2022/23 school year, EDB has organised the “NSE Learning Circle” for primary and secondary schools to facilitate the sustained enhancement of NSE implementation. As at end-February 2024, a total of over 800 primary and secondary teachers have participated in learning circle activities. In the 2023/24 school year, EDB has organised “Onsite Enrichment Seminars on NSE” for secondary schools implementing the local curriculum. As at end-February 2024, around 2 300 secondary teachers have taken part in the seminars, exceeding the target of the Key Performance Indicator (KPI) introduced in the Policy Address ahead of time.

Furthermore, EDB has continued its efforts in arranging teacher training activities on national security and national affairs in alignment with the curriculum. For example, new professional development programmes on General Studies and Primary Humanities have been organised since the previous school year, with a view to enhancing General Studies teachers' professional capabilities in teaching topics on national security and those related to national development in alignment with the curriculum. In the 2022/23 and 2023/24 school years (as at end-February 2024), more than 7 300 teachers participated in these programmes. The continuous organisation of NSE-related professional development programmes concerning senior secondary CS enables teachers to understand the meaning and importance of safeguarding national security to national development. In the past 3 years, a total of over 3 700 teachers have taken part in these programmes. Moreover, EDB has continued to organise Online Knowledge Enrichment Programmes on National Security Education and those relating to national affairs. From the 2021/22 to 2023/24 school years, over 74 000 teachers have completed these programmes.

Starting from the 2020/21 school year, EDB has included contents about the Constitution, the Basic Law and NSE in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to end-February 2024, around 18 000 teachers and principals have taken part in the programmes. Moreover, EDB collaborated with expert organisations to organise 12 rounds of Reinforcing the Rule of Law programme between the 2020/21 and 2023/24 school years. The programme helped teachers learn about the constitutional status and the

rule of law of Hong Kong in a systematic manner, and a total of about 1 200 principals and teachers had participated in the programme. In addition, EDB organises Mainland study tours for newly-joined teachers, promoted teachers, as well as in-service teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of the country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total.

Since the relevant expenditure is subsumed under the recurrent expenditure of EDB, there is no separate breakdown for individual items.

- End -

CONTROLLING OFFICER'S REPLY**EDB106****(Question Serial No. 0240)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of secondary schools that ceased operation due to under-enrolment in each of the past 3 years, with a breakdown by district and school type; and the numbers of teachers and students thus affected.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 27)Reply:

Information on secondary day schools which have announced between the 2021/22 and 2023/24 school years (as of March 2024) that they would cease operation or would do so following a merger with another school upon consideration of factors such as the overall situation and the long-term development for the future is provided as follows –

School year in which the forthcoming cessation of operation or merger was announced	District	School type	No. of secondary day schools to cease operation or undergo a merger
2021/22	Eastern	Aided	1
	Wong Tai Sin	Government	1
2022/23	Islands	Direct Subsidy Scheme	1
2023/24 (as of March)	Wan Chai	Aided	1

Schools must put the well-being of students as their prime consideration and ensure that all students are under arrangements that they can continue their studies, such as being transferred to the merged school/other schools year by year in an orderly manner, or they can opt to make their own arrangements. The Education Bureau (EDB) will also provide assistance as necessary. As for school staff, the arrangements vary with the mode of school cessation or merger as well as their own personal preference. EDB does not have a breakdown of the relevant numbers.

- End -

CONTROLLING OFFICER'S REPLY

EDB107

(Question Serial No. 0846)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education,
(8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Government has stepped up efforts in promoting vocational and professional education and training (VPET) in recent years, including planning to develop universities of applied sciences and launching the Pilot Project on the Development of Applied Degree Programmes. However, while expanding the development of VPET at the higher education level, the Government should also keep in view the intakes of VPET programmes at both the elementary and intermediate levels. Please advise this Committee of –

- (1) the total expenditures incurred in funding the Diploma of Vocational Education, Certificate and Diploma of Vocational Baccalaureate programmes offered by the Vocational Training Council (VTC) in the past 5 years; the numbers of student beneficiaries in each type of these programmes and the average amount of subsidy per student; the numbers and percentages of graduates from these programmes, and the numbers of these graduates pursuing further studies in other programmes offered by the same institutions and those securing employment in the industries related to their academic disciplines; and
- (2) the amount spent on funding the Diploma, Diploma of Foundation Studies, Higher Diploma and Applied Science-Oriented Degree programmes offered by VTC in the past 5 years; the numbers of student beneficiaries in each type of these programmes and the average amount of subsidy per student; the numbers and percentages of graduates from these programmes, and the numbers of these graduates securing employment in the industries related to their academic disciplines.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 45)

Reply:

(1) and (2)

Since the funding involved in offering the publicly-funded programmes by the Vocational Training Council (VTC) is included in the annual recurrent subvention received by VTC, there is no breakdown by course level. In the past 5 years, the amounts of recurrent subvention allocated to VTC by the Education Bureau (including only the annual block grant) are as follows –

Year	Financial provision (\$ million)
2019-20	2,636
2020-21	2,638
2021-22	2,639
2022-23	2,701
2023-24 (Revised estimate)	2,809

The Applied Science-Oriented Degree programmes offered by VTC are self-financing programmes and do not involve recurring government subvention. The numbers and percentages of graduates from publicly-funded full-time programmes offered by VTC, the numbers of these graduates pursuing further studies in other programmes offered by the same institutions, and the percentages of those securing employment in the industries related to their academic disciplines in the past 5 years by programme type are set out at **Annex**.

Numbers and percentages of graduates from the publicly-funded full-time programmes offered by VTC, graduates pursuing further studies in programmes offered by the institutions under VTC, and the percentages of graduates securing employment related to their programmes in the 2019/20 to 2023/24 academic years by programme type

Programme type	2019/20 academic year				2020/21 academic year				2021/22 academic year			
	No. of graduates	Percentage of graduates	No. of graduates pursuing further studies in programmes offered by the institutions under VTC [#]	Percentage of graduates securing employment related to their programmes	No. of graduates	Percentage of graduates	No. of graduates pursuing further studies in programmes offered by the institutions under VTC [#]	Percentage of graduates securing employment related to their programmes	No. of graduates	Percentage of graduates	No. of graduates pursuing further studies in programmes offered by the institutions under VTC [#]	Percentage of graduates securing employment related to their programmes
Higher Diploma	7 770	78%	1 855	70%	6 978	78%	1 468	74%	6 097	76%	1 166	75%
Diploma of Foundation Studies	3 651	85%	2 893	47%	4 571	87%	3 449	54%	4 222	83%	3 117	44%
Diploma of Vocational Education/ Diploma of Vocational Baccalaureate [^]	1 443	75%	867	53%	1 671	77%	941	65%	1 668	73%	920	59%
Other Diplomas/Certificates ^{^^}	445	77%	74	78%	427	84%	75	80%	509	83%	76	88%

Programme type	2022/23 academic year				2023/24 academic year			
	No. of graduates	Percentage of graduates	No. of graduates pursuing further studies in programmes offered by the institutions under VTC [#]	Percentage of graduates securing employment related to their programmes	No. of graduates	Percentage of graduates	No. of graduates pursuing further studies in programmes offered by the institutions under VTC [#]	Percentage of graduates securing employment related to their programmes
Higher Diploma	5 374	72%	As the graduate employment survey is underway, figures are not yet available		Relevant figures are not yet available			
Diploma of Foundation Studies	4 281	83%						
Diploma of Vocational Education/ Diploma of Vocational Baccalaureate [^]	1 299	71%						
Other Diplomas/Certificates ^{^^}	406	80%						

Note 1: The percentage of graduates is the number of graduates out of the total number of final-year students of the programme expressed in percentage terms.

Note 2: The percentage of graduates securing employment related to their programmes is the number of graduates whose jobs are related to their programmes out of the total number of employed graduates expressed in percentage terms.

Graduates of Higher Diploma programmes mainly pursue further studies at Technological and Higher Education Institute of Hong Kong and School for Higher and Professional Education, or enrol in other Higher Diploma programmes. On the other hand, graduates of Diploma of Foundation Studies programmes, Diploma of Vocational Education/ Diploma of Vocational Baccalaureate programmes, and other Diplomas/Certificates programmes pursue further studies in Higher Diploma programmes.

[^] The percentage of graduates includes only those from 1-year Diploma of Vocational Education programmes.

^{^^} Figures of full-time short courses (i.e. fewer than 22 weeks) are excluded.

- End -

CONTROLLING OFFICER'S REPLY

EDB108

(Question Serial No. 2958)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

As mentioned in paragraph 13 of the Estimates, the estimated number of teachers in government and aided primary schools for the 2023/24 school year is 21 700, whereas the estimated number for the 2024/25 school year is 20 900, representing a decrease of 800 teachers. In this connection, will the Government advise this Committee of the reasons for the decrease in the number of teachers and the area of expenditure to which the funds released will be allocated?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 2)

Reply:

In light of the continuous decline in school-age population, it is projected that the number of school places, as well as schools, may correspondingly decrease with the drop in school-age population, and that the demand for teachers would also decrease correspondingly. We will continue to monitor the situation and maintain close communication with the school sector. Noting that the continuous decline in school-age population is not transient but structural, we will adopt long-term measures in planning for public sector primary and secondary school places to ensure a healthy and sustainable education ecosystem. In the meantime, we have to take account of the pace of development in different communities in a holistic manner and grasp the opportunity to redeploy and optimise resources, focusing on enhancing the overall education quality in meeting the diverse educational needs of students. In the 2024/25 school year, the Education Bureau will optimise resources to provide higher quality education for students, including providing support for schools in preparation for the implementation of Primary Science subject and Primary Humanities subject starting from the 2025/26 school year, carrying out various measures to promote mental health among students, further supporting multi-faceted development of sister school activities, and promoting life-wide learning in alignment with the curriculum with enhanced efforts.

- End -

CONTROLLING OFFICER'S REPLY

EDB109

(Question Serial No. 2959)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The revised expenditure for 2023-24 under Primary Education is 0.6% lower than the original estimate. In this connection, will the Government advise this Committee of the sources and reasons for the savings?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 3)

Reply:

The 2023-24 revised estimate under Programme (3) Primary Education is \$24.69 billion, which is slightly lower than the 2023-24 original estimate by 0.6%. This is mainly due to lower-than-expected requirements for the salaries grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 2960)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

There is a 2.8% increase in the 2024-25 estimate under Secondary Education. In this connection, will the Government advise this Committee of the following –

1. the specific projects under Secondary Education to which the increase for 2024-25 will be allocated (in the form of a table); and
2. the expenditure for each of these projects?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 4)

Reply:

1. and 2.

The 2024-25 estimate under Programme (4) Secondary Education is \$905.9 million (2.8%) higher than the 2023-24 original estimate. This is mainly due to the increased salaries grant based on the 2023 pay adjustment as well as the increased provision for relevant grants arising from the upward movement of the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY

EDB111

(Question Serial No. 2961)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 20 that the Education Bureau will continue to carry out various measures to promote mental health among students and strengthen support for those in need. In this connection, will the Government advise this Committee of the following –

1. What is the amount of expenditure earmarked for this purpose? What are the respective amounts designated for each measure?
2. Will consideration be given to increasing the social worker to school ratio in the future as a means to relieve the pressure on frontline teachers?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 5)

Reply:

(1)

The Education Bureau (EDB) attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects. In addition to disseminating information and online resources for promoting student mental health among schools and parents through various channels, EDB has been continuously promoting diversified student development programmes, so as to enhance

students' resilience through adventure-based , team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditure (revised estimate) for 2023-24 was about \$91 million. To further promote student mental health, EDB launched the "Mental Health Literacy" resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure was about \$700,000. Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the "gatekeeper" training, thematic course for teachers, which focuses on the needs of students with mental illness, and "the Peer Power – Student Gatekeeper Training Programme" for secondary students. Moreover, EDB has set up the "Mental Health@School" Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB's recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HHB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department (SWD), has launched the "Student Mental Health Support Scheme" to provide appropriate support services for students with mental health needs. Meanwhile, schools' multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government's recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure

and manpower of the Mechanism are subsumed under the Government's recurrent expenditure, no breakdown is available.

As for parent education, EDB has all along been promoting home-school co-operation and parent education, and organising activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children's emotional problems and foster positive thinking in their children. EDB has also launched the one-stop parent education website "Smart Parent Net" (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily. EDB's expenditure (revised estimate) in 2023-24 on promoting home-school co-operation and parent education is about \$170 million.

(2)

The Social Welfare Department (SWD) has implemented the measure of "two school social workers for each school" in secondary schools since the 2019/20 school year, with an addition of about 371 school social workers. The number of school social workers for each secondary school was then increased from 1.2 to 2. To enable school social workers to provide needy students with more in-depth counselling and group/activity services, SWD has strengthened the supporting manpower for school social work service in secondary schools across the territory since September in the 2021/22 school year, with a view to assisting school social workers in handling administrative work and implementing activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB112

(Question Serial No. 2963)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Under Other Educational Services and Subsidies, the 2023-24 revised estimate is 14.3% higher than the original estimate, and the 2024-25 estimate is 20.4% lower than the 2023-24 original estimate. In this connection, will the Government advise this Committee of the following –

1. Regarding the increase in the revised estimate, (a) what are the expenditure items involved; and (b) what are the respective amounts of increase (in the form of a table)?
2. Regarding the substantial decrease of 20.4% in the 2024-25 estimate, what are the areas of expenditure reduction (in the form of a table)?
3. As a major portion of the expenditure on Other Educational Services and Subsidies is allocated to strengthen the professional preparation and continuing professional development of school principals and teachers, will the substantial reduction in expenditure hinder the professional development of principals and teachers? Has the Education Bureau conducted thorough assessments prior to making the reduction; if yes, what are the details?

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

Reply:

1. The 2023-24 revised estimate under Programme (6) Other Educational Services and Subsidies is \$286.3 million (14.3%) higher than the original estimate. This is mainly due to the provision of one-off grants to the Hong Kong Examinations and Assessment Authority to support its strategic development and the optimisation of the various arrangements for public examinations.

2. and 3.

The 2024-25 estimate under Programme (6) Other Educational Services and Subsidies is \$407.6 million (20.4%) lower than the 2023-24 original estimate. This is mainly due to the completion of the injection of an additional \$600 million into the Gifted Education Fund by the Education Bureau in 2023-24. Expenditures for Programme (6) Other Educational Services and Subsidies are used not only to strengthen the professional preparation and continuing professional development of school principals and teachers, but also provide resources for other services with specific educational purposes, such as national education, gifted education, educational support to students with diverse needs, and subsidies to educational bodies. In 2024-25, the estimate for the professional preparation and continuing professional development of school principals and teachers will be increased to \$122.9 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB113

(Question Serial No. 2964)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 42 of the Estimates that the Vocational Training Council (VTC) will continue to implement the Smart Technology Applications and Mobile Platform to further enhance its provision of vocational and professional education and training. In this connection, will the Government advise this Committee of the following –

- (1) the amount of funding the Government sets aside for (a) research and development, and (b) implementation of the Smart Technology Applications and Mobile Platform;
- (2) whether the development of the Smart Technology Applications and Mobile Platform is outsourced through tendering, with the successful tenderer responsible for its development; and
- (3) whether there is any implementation proposal; if yes, of its details?

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

Reply:

(1) to (3)

The Government allocated a funding of \$76,993,000 in 2021-22 for the Vocational Training Council (VTC) to implement the Smart Technology Applications and Mobile Platform. The estimate for this project in 2024-25 is \$12,075,000, which is for the continued investment in its research, development and implementation. The project is progressing well, and the Education Bureau will continue to liaise closely with VTC to monitor its progress.

The Smart Technology Applications and Mobile Platform is implemented through outsourcing, with VTC proposing modifications and conducting acceptance testing.

The implementation plan for this project comprises two main aspects, namely smart campus infrastructure and information technology (IT) to support quality vocational and professional education and training (VPET). Details are as follows –

Smart campus infrastructure	
1	Installation of a high-speed campus network
2	Installation of smart infrastructure
3	Enhancement of cybersecurity
4	Installation of virtual desktops
5	Centralised management of mobile devices and applications
6	Use of smart student applications and services
IT to support quality VPET	
7	Enhancement of the admission support systems
8	Enhancement of the student data management system for new programmes
9	Implementation of an integrated platform for student services
10	Enhancement of the timetabling system and class attendance system
11	Upgrade of existing technology enhanced learning
12	Establishment of a data analysis system for admission planning and student performance improvement
13	Establishment of a collaborative platform for programme development and accreditation

- End -

CONTROLLING OFFICER'S REPLY

EDB114

(Question Serial No. 2965)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The tuition fees of funded universities have not been adjusted for 27 years. According to multiple sources of information, the Government is reviewing the tuition fee level, and a basket of factors including public affordability and social condition are taken into account. It is expected that the recommendations will be submitted to the Executive Council by the end of the year and the rate of increase will be announced in end-2024 at the earliest. It is mentioned in paragraph 38 under Head 156 of the Estimates that the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong provides a subsidy for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate programmes in Hong Kong. In this connection, will the Government advise this Committee of the following –

- (1) Has the estimate for post-secondary education factored in the projected decrease due to the upward adjustment of tuition fees?
- (2) Will the financial assistance provided under the schemes such as the Non-means-tested Loan Scheme for Full-time Tertiary Students and the Tertiary Student Finance Scheme - Publicly-funded Programmes be adjusted accordingly?
- (3) What is the rate of tuition fee adjustment over the promulgated standard increase? Or rather, will the adjustment be determined by individual institutions based on the circumstances of respective academic disciplines, which is in line with the prevailing practice for taught postgraduate programmes?

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

Reply:

(1) to (3)

Since the 1997/98 academic year, the tuition fee level for the University Grants Committee (UGC)-funded programmes at bachelor's degree level or above has remained at \$42,100 per year, and that for sub-degree programmes offered by the Education University of Hong Kong is \$15,040 per year. The Government will review the need of adjusting the indicative tuition

fee level for UGC-funded degree programmes in accordance with the established policies and mechanism, taking into account the “user pays” principle and relevant factors. The final decision on the adjustment will be made by the Chief Executive-in-Council. When adjustment to the tuition fee level is needed, the Government will announce in a timely manner to allow the universities, parents and students to get prepared.

To ensure that no local full-time tertiary student of UGC-funded programmes at bachelor’s degree level or above is denied access to tertiary education due to a lack of means, the Government has put in place the means-tested Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT). With regard to tuition fees, TSFS and NLSFT provide eligible students with tuition fee grants and loans respectively. If there is adjustment to the tuition fees of respective programmes, the Government will adjust the grant and loan amounts for the aforesaid schemes in tandem.

As regards the self-financing post-secondary sector, self-financing institutions operate on a self-financing basis, and tuition fees are determined by individual institutions. If institutions participate in related subsidy schemes (such as the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS)) implemented by the Education Bureau (EDB), they are required to comply with the operating terms of the respective schemes, including those on the tuition fee adjustment mechanism. Tuition fee adjustment at a rate exceeding the price movement in the Composite Consumer Price Index (CCPI) is subject to EDB’s prior approval. Overall speaking, when setting the tuition fee levels for self-financing programmes, institutions generally plan on a cost-recovery basis and take into consideration a basket of factors in a cautious manner. Starting from the 2017/18 academic year, EDB has implemented NMTSS to provide a non-means-tested subsidy for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate (including top-up degree) programmes offered by eligible institutions in Hong Kong. The maximum annual subsidy amount for the 2024/25 academic year will be adjusted upwards from \$33,740 in the 2023/24 academic year to \$34,390 according to the movement of CCPI. Students with financial difficulties may still apply for grants and/or loans from the Student Finance Office of the Working Family and Student Financial Assistance Agency in respect of the actual amount of tuition fee payable after deduction of the subsidy.

- End -

CONTROLLING OFFICER'S REPLY

EDB115

(Question Serial No. 2966)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau continues to oversee the implementation of the Basic Competency Assessment, which comprises the Territory-wide System Assessment (TSA) and the Student Assessment Repository. In this connection, will the Government advise this Committee of the following –

- (1) What is the expenditure involved in implementing TSA across schools in Hong Kong?
- (2) The Hong Kong Examinations and Assessment Authority recorded a loss of \$41.7 million in 2021-22. How much of the loss can be attributed to TSA?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 10)

Reply:

(1) to (2)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Territory-wide System Assessment (TSA). As the resources required by TSA is fully absorbed by EDB, it played no part in the loss recorded by HKEAA. The Student Assessment Repository is managed and developed by EDB, and its platform is provided by the Hong Kong Education City. HKEAA is not involved in the process.

The expenditure on TSA in 2023 was around \$87 million. In 2020, 2021 and 2022, taking into consideration the development of the COVID-19 epidemic, EDB invited schools to participate in the “Gainful Use of Territory-wide System Assessment Materials” arrangement, which replaced TSA. As the resource required by this arrangement was also fully absorbed by EDB, it played no part in the loss recorded by HKEAA.

- End -

CONTROLLING OFFICER'S REPLY

EDB116

(Question Serial No. 2967)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

As indicated in the table of Details of Expenditure by Subhead, the estimated expense on teacher training under Other Charges for 2024-25 is \$20,704,000 higher than the revised estimate for 2023-24. In this connection, will the Government advise this Committee of –

- (1) the reasons for the increased injection into teacher training;
- (2) the specific training areas on which the increased expense will be spent, with a breakdown of the spending by training area; and
- (3) whether new teacher training projects will be launched in 2024-25; if yes, what are the details?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 11)

Reply:

(1) to (3)

The Education Bureau (EDB) encourages teachers to strive for improvement constantly and pursue excellence, as well as actively participate in continuing professional development activities in order to enhance teaching effectiveness. EDB's estimated expense on teacher training for 2024-25 is about \$20.7 million higher than the revised estimate for 2023-24. This is mainly due to the increased training places of the Basic, Advanced and Thematic Courses under the Framework for Teachers' Professional Development on Integrated Education (IE). This enables more serving teachers to complete the required training as early as possible, so as to better cater for students with special educational needs and enhance the effectiveness of IE implementation in schools. Moreover, in 2024-25, EDB will continue to provide teachers with diversified professional training, such as teacher training programmes on patriotic education, national security education and STEAM education, to dovetail with the development of the country, society and curricula so as to enhance the quality of teaching.

- End -

CONTROLLING OFFICER'S REPLY

EDB117

(Question Serial No. 2968)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As indicated in the table of the Capital Account, the commitment balance for the implementation of the Smart Technology Applications and Mobile Platform by the Vocational Training Council to promote its vocational and professional education and training was \$12,075,000 in 2023-24. In this connection, will the Government advise this Committee of the following –

- (1) Will the Government re-invest in this project in 2024-25?
- (2) What is the estimated amount of funding for the re-investment (if any)?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 12)

Reply:

(1) and (2)

The Government allocated a funding of \$76,993,000 in 2021-22 for the Vocational Training Council (VTC) to implement the Smart Technology Applications and Mobile Platform. The estimate for this project in 2024-25 is \$12,075,000 in order to support VTC's continued utilisation of the Smart Technology Applications and Mobile Platform to further promote vocational and professional education and training. The project is progressing well, and the Education Bureau will continue to liaise closely with VTC to monitor its progress.

- End -

CONTROLLING OFFICER'S REPLY

EDB118

(Question Serial No. 2920)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Indicators under the Programme, please advise on the following –

- (1) The number of kindergartens (KGs) students is estimated to drop further by 7 800 in the coming year. What measures has the Bureau put in place to assist KGs in alleviating the difficulties encountered due to under-enrolment? If there are such measures, what are the details and expenditure involved?
- (2) How many cases relating to KGs having operational difficulties (including financial and enrolment difficulties) has the Bureau received in each of the past five years? What corresponding support measures has the Bureau taken? What are the numbers of KGs newly opened, those which ceased operation, and those which joined or withdrew from the Kindergarten Education Scheme in each of the past five years?
- (3) It is stated under the Indicators that the wastage rate of KG teachers has exceeded 17% in recent years, the situation is more serious than that of primary and secondary school teachers. What measures has the Bureau put in place to improve the situation and assist KGs in retaining talent, and what are the expenditures involved?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 11)

Reply:

(1), (2) and (3)

All kindergartens (KGs) in Hong Kong are privately run. They are adaptable and diversified, with operational flexibility that enables them to respond promptly to social changes and parents' needs. Every year, there may be new registrations or closures of KGs owing to a variety of factors such as profitability and tenancy matters.

The numbers of newly registered KGs and KGs that ceased operation in the 2020/21 to 2023/24 school years are tabulated below –

School year (Note 1)	Newly registered KGs	KGs that ceased operation
2020/21	12	15 (Note 2)
2021/22	5	21 (Note 3)
2022/23	8	24 (Note 4)
2023/24	5	11 (Note 5)

Notes:

- (1) Figures for the 2023/24 school year reflect the situation as at mid-March 2024. The Education Bureau (EDB) has not compiled relevant statistics for the 2019/20 school year.
- (2) Figures include 5 KGs merging with other KGs.
- (3) Figures include 3 KGs merging with other KGs.
- (4) Figures include 4 KGs merging with other KGs.
- (5) Figures include 1 KG merging with other KGs.

The numbers of KGs joining the Kindergarten Education Scheme (Scheme-KGs) and KGs withdrawing from the Kindergarten Education Scheme (Scheme) in the 2019/20 to 2023/24 school years are tabulated below –

School year	No. of Scheme-KGs (Note 1)	No. of KGs withdrawing from the Scheme
2019/20	761	0
2020/21	763	3
2021/22	762	4
2022/23	749	9
2023/24	738	9 (Note 2)

Notes:

- (1) Figures refers to the position as at December of the respective school year.
- (2) The number of KGs withdrawing from the Scheme in the 2023/24 school year reflects the situation as at mid-March 2024.

It is natural that decline in student population leads to corresponding adjustment to the number of KGs and demand for teachers. Teachers leave their jobs for reasons such as retirement, pursuing further studies, taking up employment in other types of schools or outside the teaching profession, and other personal reasons.

While we encourage KGs in districts with ageing population to relocate, school sponsoring bodies (SSBs) operating multiple KGs may consider consolidating the schools under their sponsorship. Apart from making available more Government-owned premises, starting from 2021, we have been adopting a streamlined mechanism to assess applications for allocation of KG premises and according priority to Scheme-KGs applying for relocation, with a view to nominating suitable SSBs to rent Government-owned KG premises.

We have been enhancing existing grants or providing additional grants in view of the development and operational needs of KG sector to timely respond to their concerns, and supporting the sustainable development of KGs in various ways. The major measures implemented/being implemented in the 2022/23 and 2023/24 school years include –

- (a) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant was provided in March 2023 to assist all Scheme-KGs’ development into “smart KGs”; the expenditure involved was around \$57 million;

- (b) enhancing support for KGs to promote students' understanding of Chinese culture: a one-off Grant for Promotion of Chinese Art and Culture was provided to Scheme-KGs in March 2023. The Grant was enhanced in March 2024 to, inter alia, increase the amount of subsidy, extend the deployment period of the Grant, so as to strengthen support for KGs to organise more diversified school-based activities of Chinese culture, and further promote students' understanding and appreciation of Chinese culture from an early age, cultivate in them a sense of national identity, as well as their sense of belonging, pride and affection for our country; the total expenditure involved is about \$232 million;
- (c) supply teachers: starting from the 2023/24 school year, an annual recurrent Relief Grant for Appointment of Kindergarten Supply Teachers has been provided to Scheme-KGs for employment of supply teachers to temporarily substitute teachers on sick leave; the expenditure involved in 2023-24 is around \$16.7 million;
- (d) encouraging experiential learning activities: starting from the 2023/24 school year, an annual recurrent Kindergarten Activity Grant has been provided to Scheme-KGs to facilitate the organisation of more experiential learning activities outside the classroom for students; the expenditure involved in 2023-24 is around \$27 million; and
- (e) regularising the Relocation Grant for Kindergartens: the amount of the Relocation Grant for Kindergartens has been doubled to \$3 million for each school starting from the 2022/23 school year and the provision has been extended to the 2023/24 school year. Starting from the 2024/25 school year, the Grant will be regularised to further encourage KGs in districts with ageing population to relocate to new development areas, those KGs at rented private premises to relocate to premises of lower rent or Government-owned school premises, so as to improve the school environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts; the expenditure involved in 2023-24 is around \$15 million.

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

On teachers' career ladder, given the diversity of the sector, KGs are allowed to take into account their specific needs to appoint teachers of different ranks commensurate with their scale of operation. In this regard, we have provided KGs with the following for reference: out of five class teachers, one may be upgraded to senior teacher, and for KGs having three or more senior teachers, one of these teachers may be upgraded to vice-principal. In practice, KGs may, having regard to their school-based circumstances, deploy their resources

flexibly for formulating the promotion arrangement of teachers. Besides, as KGs' mode of operation is greatly different from that of aided primary and secondary schools, adopting a mandatory salary scale for KG teachers is not feasible. The existing arrangement of adopting a salary range not only maintains the diversity and flexibility of KGs but also allows them to promptly respond to social changes and parents' needs, which facilitates the sustainable development of the sector.

In addition, we provided Scheme-KGs with a one-off Professional Capacity Enhancement Grant (PCEG) in 2022, and have enhanced PCEG in March 2024 to increase its rates, expand its scope, and extend its deployment period. This aims to further strengthen the capacity and professional development of teachers. The expenditure involved in the Enhanced PCEG is around \$177 million.

We will continue to maintain communication with the sector pragmatically, and keep making refinements to the Scheme with a view to providing better kindergarten education to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB119

(Question Serial No. 2921)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under Brief Description of this Programme that the Education Bureau will strengthen values education (including national education, patriotic education, national security education, environmental education, sex education, etc.) and Science, Technology, Engineering, the Arts and Mathematics (STEAM) education in primary schools. Please advise on the following –

- (1) Regarding the aforesaid values education (including national education, patriotic education, national security education, environmental education and sex education), please set out the implementation progress of each education domain in primary schools, as well as the average number of lesson hours, activity hours and expenditure of each domain in the past 2 years. How will the Bureau strengthen promotion of those education domains in the coming year; and how much resources will be involved?
- (2) Regarding the implementation of STEAM education in primary schools, at present, how can cross-curricular learning be achieved on the fronts of curriculum, teaching and teaching activities, by the incorporation of learning activities across subjects like Science, Technology, Engineering, the Arts and Mathematics? If there are such cross-curricular learning, what is the average number of lesson hours? How can cross-disciplinary STEAM education be enhanced by the introduction of Primary Science subject in the future?
- (3) As stated in Matters Requiring Special Attention under the Programme, the Bureau will launch a pilot scheme relating to Primary Mathematics subject to strengthen students' capability in applications of Mathematics. Please set out the details of the relevant measures and the estimated number of student participants. For primary school students who are slightly weak in mathematical literacy, are there any measures in place for the Bureau and schools to support them in mastering the fundamentals of mathematics and boosting their learning interest; if yes, what are the details, number of students benefitted and expenditure involved?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 12)

Reply:

(1)

Values education permeates different subjects under various Key Learning Areas and cross-curricular learning domains, including national education (covering patriotic education and national security education (NSE)), education for sustainable development and sex education. The Education Bureau (EDB) has all along been supporting schools in fostering proper values and attitudes in students, as well as promoting through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation” the various domains of values education as a whole rather than separately. EDB has put forward a series of priority values and attitudes (PVAs), namely “National Identity”, “Perseverance”, “Respect for Others”, “Responsibility”, “Commitment”, “Integrity”, “Benevolence”, “Law-abidingness”, “Empathy”, “Diligence”, “Unity” and “Filial Piety”, that could be learnt through different subjects and domains of values education, thereby fostering students’ proper values and attitudes as well as appropriate behaviour.

Learning elements related to the domains of values education, such as national education (covering patriotic education and NSE), education for sustainable development and sex education, have been embedded in various subjects of the primary curriculum. Through holistic curriculum planning, schools employ the approaches of “organic integration” and “natural connection” with various Key Learning Areas and subjects alongside flexible incorporation of different learning activities outside the classroom to promoting values education in a holistic and systematic manner, providing students with more comprehensive learning experiences in relation to values education. EDB will continue to support schools’ implementation of values education through a multi-pronged approach, including updating curriculum guides, developing learning and teaching resources, providing training for teachers and organising student activities. The implementation of national education in line with the roll-out of patriotic education as announced in the Chief Executive’s 2023 Policy Address is an example. EDB enriched the content of the *Values Education Curriculum Framework (Pilot Version)* in December 2023, further emphasising the role of Chinese culture as the backbone of values education, extending the PVA “Care for Others” to “Benevolence”, and adding “Filial Piety” and “Unity” to further stress traditional Chinese culture and ways of thinking. This enables schools to strengthen students’ sense of belonging to our country and national identity from a young age through relevant subjects and cross-curricular learning domains. In the coming year, we will continue to adopt the approaches of “diversified strategies and mutual co-ordination” to supporting schools in implementing national education within and beyond the classroom with whole-school participation, and further provide schools with diversified and innovative learning and teaching resources and student activities.

Given that schools take forward values education through providing diversified learning experiences within and beyond the classroom, and that various domains of values education are closely intertwined, information on the average number of lesson hours and activity hours for each education domain is not available. Besides, as the expenditure and estimated expenditure on EDB’s support for schools are subsumed under the recurrent expenditure, a breakdown is not available.

(2)

STEAM education is not offered as a separate subject in schools. Instead, it is implemented through the curricula for science, mathematics and technology via cross-disciplinary “hands-on and minds-on” activities within and beyond the classroom, such as learning activities (e.g. project learning, thematic learning, as well as designs and inventions). Schools may enhance the pedagogical design of STEAM learning activities both within and beyond the classroom to tie in with the knowledge that students have learnt from the disciplines of science, mathematics and technology, with a view to enhancing their interest and abilities in science and innovation and technology (I&T) and fostering their creative thinking. Many schools incorporate learning elements (including the arts elements) from different key learning areas based on their school contexts and guide students to apply what they have learnt in science, mathematics and technology lessons to develop technological products (e.g. designing gerontechnology tools for the elderly) and improve the design and appearance of the deliverables. This approach aims to unleash students’ innovation and further enhance their motivation in learning science and I&T.

STEAM education is implemented in schools via cross-disciplinary activities both within and beyond the classroom. The lesson hours allocated for STEAM education include both lesson hours for relevant curriculum areas/subjects (such as General Studies, Mathematics and computer lessons), and the flexible lesson time. Given that the aforesaid curriculum areas are closely intertwined, information on the average number of lesson hours and activity hours for each domain is not available.

To dovetail with the step-up promotion of STEAM education, EDB announced in March 2024 the implementation of the Science (Primary 1-6) Curriculum Framework (Final Version) from the 2025/26 school year onwards. The curriculum emphases of the subject are “Scientific Inquiry” and “Engineering Design and Innovation”, which encompass content of various learning strands. Moreover, through “hands-on and minds-on” learning activities offered in the curriculum, students will be able to understand the applications of science, technology and engineering in everyday life. They can also learn to solve problems and unleash their creativity and innovative spirit by integrating knowledge and skills acquired across disciplines (e.g. mathematics, coding, arts, engineering).

In view of the change of learning modes and that learning is not confined within the classroom or school hours, EDB encourages schools to adopt the wider notion of “learning time” in the holistic planning of STEAM education. Schools may, according to school context, students’ needs and abilities, make flexible use of “learning time” to arrange theme-based or problem-based “hands-on and minds-on” inquiry activities for students, so as to enable them to deepen and extend STEAM learning beyond the classroom.

(3)

To strengthen students’ capability in the applications of Mathematics, EDB is implementing programmes in support of the Mathematics curriculum, including rolling out a pilot scheme on mathematical modelling at the primary level, in the 2023/24 school year. In the 2023/24 and 2024/25 school years, we will consolidate experience gained from activities such as teacher training, professional collaboration and lesson tryouts, and explore the development strategies for infusing elements of mathematical modelling into the primary Mathematics curriculum in the long term. We have invited 10 primary schools to participate in the pilot scheme, and the participants include 30 core teachers and around 750 students. EDB will

also organise teacher training seminars and sharing sessions, offering a total of 800 training places for Mathematics teachers in all local primary schools in the 2023/24 and 2024/25 school years.

EDB continuously provides schools with professional development and exchange platforms, so as to enhance teachers' strategies for teaching Mathematics at the primary level to, among others, cater for learner diversity. As the current primary Mathematics curriculum contains a learning unit of "Inquiry and investigation", EDB encourages teachers to respond to learner diversity and design diversified learning and teaching activities, including activities for consolidating learning that target the less able students, for the purpose of further strengthening students' ability to inquire, reason and conceptualise mathematical concepts. EDB also continuously develops a professional learning community for Mathematics teachers, through which schools can design learning and teaching activities for the classroom teaching of Mathematics to help students with different abilities enhance the capability in the applications of Mathematics. Meanwhile, EDB organises diversified student activities and competitions, such as the Creative Infographic Design Competition on Application of Mathematics for Primary and Secondary Schools, to spark greater interest in learning Mathematics among students with different abilities and deepen their understanding of the applications of Mathematics.

The manpower and expenditure involved in the pilot scheme relating to Mathematics for primary schools (including special schools), encompassing the professional training for teachers and organisation of student activities, are subsumed under the overall expenditure of EDB, a breakdown of the manpower and expenditure is therefore not available. In addition, EDB does not collect data on the number of persons providing support for the less able students at schools or the expenditure involved. Therefore, the relevant information is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB120

(Question Serial No. 2922)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under both programmes that the Education Bureau (EDB) will continue to carry out various measures to promote mental health among students and strengthen support for those in need. Please advise of the following –

- (1) What was the number of primary and secondary students identified through various services as having emotional or mental health needs and requiring follow-up support in each of the past 3 years?
- (2) Further to the question above, what are the specific plans, manpower and support measures in place to help students identified with such needs in schools and in class? What are the expenditures involved? How many support cases are no longer in need of follow-up actions?
- (3) In addition to the support for students, are there any mental health support services available for serving teachers? If yes, what was the number of school staff who sought and received assistance in the past 3 years? What were the details of these support services and the expenditure involved?
- (4) According to a recent survey conducted by the Faculty of Medicine of The Chinese University of Hong Kong on the mental health of children and adolescents, over 24% of students experienced mental health issues in the previous year. It was suggested that schools should not push too hard on meeting curriculum schedules, and should reduce the homework load and exam stress on students while enhancing support for teachers. Is there any progress in this regard for the coming year? Will EDB conduct any studies on the connection between the mental health and stress of students and their academic performance, exams, and so on?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 13)

Reply:

(1) and (2)

The Education Bureau (EDB) has been encouraging schools to provide comprehensive student guidance and support services through the implementation of the Whole School Approach and multi-disciplinary collaboration. Schools' multi-disciplinary teams, including guidance personnel, school social workers and school-based educational psychologists, provide appropriate support for students in need, strengthen communication with parents, understand students' emotional states and provide further assistance to those in need. Students who are found to be emotionally disturbed will be referred to professionals in a timely manner. To enhance school social work services, EDB has provided more resources for public sector and Direct Subsidy Scheme primary schools to implement the policy of "one school social worker for each school" starting from the 2018/19 school year. As for secondary schools, the Social Welfare Department (SWD) has put in place the arrangement of "two school social workers for each school" starting from the 2019/20 school year. School social workers have been working closely with schools and their discipline and guidance teachers, to help students with academic, social or emotional needs through an array of activities and guidance services. They also work closely with their service providing organisations and other related district-based service units, such as Integrated Children and Youth Services Centres and Integrated Family Service Centres, to assist and support students in need by utilising community resources and appropriate referral services.

Furthermore, all public sector ordinary primary and secondary schools in Hong Kong have been provided with the School-based Educational Psychology Service (SBEPS) since the 2016/17 school year. For those schools with a comparatively large number of students with special educational needs (SEN), EDB has been progressively providing them with the Enhanced SBEPS by gradually increasing the educational psychologist (EP)-to-school ratio to 1:4 from that school year onwards, with a view to assisting schools in providing a more comprehensive and regular intervention service for students in need, while also strengthening the preventive and development work.

Starting from the 2017/18 school year, the Learning Support Grant (LSG) provided by EDB to public sector ordinary schools has been extended to cover students with mental illness, so that schools can have additional resources to enhance their support for the academic, social interaction, emotional and behavioural needs of these students. Schools may provide support at different levels having regard to the difficulties and circumstances faced by individual students. For example, LSG may be used for employing additional staff to assist teachers in designing learning activities and materials and supporting students in classroom learning activities; or hiring professional support or guidance services for behavioural or emotional counselling and social training at school, with a view to helping students with mental illness adjust to school life. Schools may also deploy LSG to implement school-based teacher training, parent education, etc. to promote home-school collaboration in safeguarding students' growth.

Since student guidance and support services in public sector schools are targeted at all students, and early identification and intervention for those in need is an ongoing task of schools, EDB does not collect information from schools regarding the number of students

identified through these services as having emotional or mental health needs and requiring follow-up support. Therefore, relevant statistics and expenditures involved are not available.

(3)

To help teachers and principals cope with stress at work or personal emotional problems, EDB has set up the Teachers' Helpline to provide telephone counselling and appropriate support services. The counselors of the Teachers' Helpline will do their best to understand the situation of the callers and help them analyse and address their problems. They will also, as and when necessary, provide professional telephone counseling and face-to-face counseling and arrange for professionals (such as clinical psychologists) to follow up the cases. Besides, EDB also organises courses for teachers and principals on stress management and promotion of physical and psychological well-being under the Teachers' Helpline initiative to help teachers relax and relieve stress.

The numbers of cases handled by the Teachers' Helpline and the expenditures involved in 2020-21 to 2022-23 are tabulated as follows –

Financial year	No. of cases	Expenditure (approximate) (\$'000)
2020-21	402	410
2021-22	273	450
2022-23	440	460

Starting from the 2023/24 school year, EDB will commission non-governmental organisations or post-secondary institutions to organise workshops and online courses on physical and psychological well-being every year to enhance teachers' capacity at work. These workshops and courses will cover topics related to mental health, expressive arts, mindfulness and physical health, with an estimated expenditure of around \$700,000 and an estimated attendance of around 1 100 teachers.

(4)

The Education Bureau (EDB) attaches great importance to the healthy development of students. Research has shown that the causes of students' mental health problems are complicated, including family relationships, peer relationships, academic stress, adjustment problems and psychological factors. EDB has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely "Universal", "Selective" and "Indicated", as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, "Mental Health@School" (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects. In addition to disseminating information and online resources for promoting student mental health among schools and parents through various channels, EDB has been continuously promoting diversified student development programmes, so as to enhance students' resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. As schooling and social life resume normality after the pandemic, it takes time for students to adapt to the changes. They may feel stressed when facing tests and examinations. On 9 November 2023, EDB issued a circular memorandum urging all primary and secondary schools to review students' homework load and assessment arrangements, so as to make necessary adjustments in a practical and professional manner, while taking students' abilities and needs into account. Schools should also ensure that students have sufficient rest time and space for healthy activities in order to alleviate stress. In order to encourage students to care for themselves and others, and enhance their sense of well-being, EDB appealed to all schools in Hong Kong to launch the "Spread the Love, Care and Shine" Campaign within November 2023. In support of this initiative, EDB has created a designated webpage for the campaign, putting together relevant key messages and activity suggestions for schools' reference and use.

To further promote student mental health, EDB launched the "Mental Health Literacy" resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure is about \$700,000. Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the "gatekeeper" training, thematic course for teachers, which focuses on the needs of students with mental illness, and "the Peer Power – Student Gatekeeper Training Programme" for secondary students. Moreover, EDB has set up the "Mental Health@School" Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB's recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with LSG, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HKB), in collaboration with EDB, the Hospital Authority and SWD, has launched the "Student Mental Health Support Scheme" to provide appropriate support services for students with mental health needs. Meanwhile, schools' multi-disciplinary teams (including school-based

educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government's recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government's recurrent expenditure, no breakdown is available.

As for parent education, EDB has all along been promoting home-school co-operation and parent education, and organising activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children's emotional problems and foster positive thinking in their children. EDB has also launched the one-stop parent education website "Smart Parent Net" (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily. EDB's expenditure (revised estimate) in 2023-24 on promoting home-school co-operation and parent education is about \$170 million.

EDB will continue to strengthen the support for student mental health through various strategies, including promoting values education and diversified student activities, strengthening support at the school level, promoting parent education and "gatekeeper" training, and disseminating information through different channels. Meanwhile, we will continue to collaborate with schools, other bureaux/departments and various stakeholders to jointly build a support network to care for students with mental health needs and cultivate a school culture of acceptance and care, thereby enhancing students' physical and psychological well-being.

- End -

CONTROLLING OFFICER'S REPLY

EDB121

(Question Serial No. 2923)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in “Matters Requiring Special Attention” under the Programme that the Education Bureau (EDB) will “continue to provide a grant for secondary schools to organise study tours exploring workplaces in the Greater Bay Area (GBA)”. Please advise on the following –

1. the number of applications received from schools this year; the number of cases for which grants were approved; and the number of participating senior secondary students since the start of the application process for the programme;
2. further to the above question, the distribution of 1-day, 2-day and 3-day tours among the received applications from schools; as well as the most and the least popular itineraries among them;
3. apart from the consolidation and reflection sessions held by teachers during the tours, the measures that EDB has in place to follow-up on students’ career planning, such as measures to assist students to gain a deeper understanding on the visited industries that they are interested in, so that they can have a better grasp of career directions and establish future career paths;
4. whether there are plans for the programme to cover a wider range of GBA industries in the future, for example, the aviation and logistics industries, the cultural and creative industries as well as the film and television industries, so as to provide more opportunities for students to experience various workplaces and types of work, thereby enhancing their interest; if yes, of the details; and
5. the expenditure involved in the entire programme, and the estimated number of participating schools and students in each of the coming years.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 16)

Reply:

1., 2. and 4.

Starting from the 2023/24 school year, the Education Bureau (EDB) has launched the 5-year “Greater Bay Area Career Exploration Tours” Programme (the Programme), under which public sector schools and Direct Subsidy Scheme (DSS) schools offering the local senior secondary curriculum can arrange study activities, such as career exploration activities and enterprise visits, for senior secondary students in the Greater Bay Area (GBA). Schools may either join the study tours under the “Greater Bay Area Career Exploration Tours” organised by EDB or apply for a grant of \$100,000 to arrange their own school-based study tours. Through personal observation and experience gained in these tours, senior secondary students will deepen their understanding of the latest developments of various industries in the GBA (such as the innovative technology industries, the Chinese medicine technology industries, the cultural and creative industries, etc.), and know more about the talent needs of various industries in the GBA, the development of Hong Kong enterprises in the GBA and the collaboration among enterprises in the two places. EDB will consider covering a wider range of GBA industries in the Programme with reference to the experience gained in implementing the Programme and the opinions of participating stakeholders, so as to better equip senior secondary students to seize new opportunities for career development. EDB issued a circular memorandum in February 2024, inviting all public sector schools and DSS schools offering the local senior secondary curriculum to submit applications for the Programme for the 2023/24 school year. As the deadline for application is early April 2024, relevant information such as the number of participating schools and students is not available at this stage.

3. and 5.

The 5-year Programme is expected to incur an expenditure of about \$74 million, providing a quota of 700 school places, benefitting about 42 000 senior secondary student participants. In the first year of the Programme, i.e. in the 2023/24 school year, it is estimated that about 100 schools will participate in the Programme and around 6 000 senior secondary students will be benefitted. All participating schools are required to include the details, financial reports and evaluation reports of the activities in their School Report for the respective school year upon completion of the study tours, and upload the School Report endorsed by the Incorporated Management Committees / School Management Committees to the school website for information of stakeholders (including teachers and school staff, parents, students, etc.). EDB encourages schools to provide various means to facilitate students’ personal reflection after the study tours, such as arranging participating students to share the learning outcomes with all teachers and schoolmates in morning or weekly assemblies, so as to deepen their experiences gained from the study tours in the GBA.

- End -

CONTROLLING OFFICER'S REPLY

EDB122

(Question Serial No. 2924)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding "Special Education" under the Programme, please advise of the following –

1. The number of students in special schools is estimated to rise to 9 100, representing an increase of over 700 compared to the 2022/23 school year. Given that there is no increase in the number of special schools, what measures will the Government take to assist existing special schools, especially those for children with intellectual disabilities, in increasing the number of school places and teaching space to cope with the demand?
2. Are there any planned construction or expansion projects for public sector special schools in the next 3 years to address the needs for special schools? If yes, what are these projects and the expenditures involved? Will school sponsoring bodies be encouraged to establish private special schools in the future to support students with diverse needs?
3. What was the number of students waitlisted for special schools with boarding services (5-day/7-day) and the average waiting time in each of the past 3 years? In response to the persistent demand for these services, will the Government assist special schools in identifying suitable space to increase the provision of relevant services?
4. What was the number of students transferring from mainstream schools to special schools, and vice versa, in each of the past 3 years? What was the average waiting time for these transfer cases?
5. With the increasing number of students diagnosed with autism spectrum disorder (ASD), are there any special measures in place to support these students and their parents, in addition to "enhancing the staff provision of resource teachers for students comorbid with ASD in primary and secondary sections of aided special schools" as mentioned under the Programme? If yes, what are the details and the expenditures involved?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 21)

Reply:

(1) to (3)

Aided special schools provide intensive support services for students with more severe or multiple disabilities. Some schools have boarding sections subvented by the Education Bureau (EDB) to cater for students with long-term residential needs, and hence facilitate their schooling during school days. EDB has been carrying out alterations based on the actual situation and operational needs of individual schools to provide additional classrooms and/or related facilities on a need basis through liaising and discussing with the schools concerned. Currently, the overall supply of school places in various types of special schools is sufficient to meet the demand. As for boarding places, there has been a sustained high demand for boarding service by students with moderate intellectual disability (MoID) in recent years. The numbers of students waitlisted for boarding service in various types of special schools and the average waiting times in the 2020/21 to 2022/23 school years are tabulated as follows –

School type ^{Note 1}	2020/21 school year		2021/22 school year		2022/23 school year	
	No. of students ^{Note 2}	Average waiting time (year) ^{Note 3}	No. of Students ^{Note 2}	Average waiting time (year) ^{Note 3}	No. of students ^{Note 2}	Average waiting time (year) ^{Note 3}
Visual Impairment	0	0.1	0	0.2	0	0.1
Hearing Impairment	0	0.2	0	0.5	0	0.3
Physical Disability	0	0.2	0	0.2	0	0.3
Moderate Intellectual Disability	125	1.9	120	1.3	97	1.4
Severe Intellectual Disability	11	0.4	11	0.3	4	0.2

Notes –

1. Boarding service is not provided in Schools for Children with Mild Intellectual Disability. Residential home service provided in Schools for Social Development are subvented by the Social Welfare Department. The Hospital School provides education service to hospitalised students and does not need to provide boarding service.
2. Figures refer to the position as at mid-September in the respective school years. They include different circumstances, such as cases where parents request for deferred admission or cases where parents request admission to the boarding section of a specific school and reject the boarding placement offered by EDB.
3. Figures refer to the average waiting time for general cases. For individual cases with special circumstances, the processing time for boarding admission will be longer than that for general cases.

To ensure the provision of sufficient special school places to cater for the needs of children with intellectual disability and to address the demand for boarding places for children with MoID, EDB is currently constructing 2 new premises for special schools at Renfrew Road, Kowloon Tong. These include a 12-classroom school for children with mild intellectual disability (MiID) and a 24-classroom school for children with MiID and MoID with boarding places, which can provide 80 new boarding places for children with MoID. The project is expected to be completed in 2026 at an estimated cost of about \$779.8 million. Furthermore, EDB will take forward the construction of a 12-classroom special school at the former school site of Wanchai School at 30 Oi Kwan Road, Wan Chai, for reprovisioning a school for children with MiID in the same district. The project is expected to be completed in 2028 at an estimated cost of about \$440 million.

As the current mode of operation for aided special schools is smooth, EDB has no plans to introduce a private mode of operation for special schools.

(4)

In the 2020/21, 2021/22 and 2022/23 school years, there were 121, 139 and 146 students transferring from ordinary schools to special schools respectively, and 20, 26 and 21 students transferring from special schools to ordinary schools respectively. Currently, the overall supply of school places in special schools and public sector ordinary schools is sufficient to meet the demand. Students are basically not required to wait for transfer to special schools or public sector ordinary schools.

(5)

To further enhance the effectiveness of the support rendered by schools for students with Autism Spectrum Disorder (ASD), the Government has been assisting public sector ordinary primary and secondary schools in implementing the Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder Model (Tiered ASD Model) in phases since the 2020/21 school year, aiming to strengthen support for students with ASD. Under this model, EDB conducts situated learning and provides practice-based coaching to teachers through School-based Multi-Disciplinary Professional Support. Various activities, such as consultation, case discussions, lesson observations and feedback, workshops and inter-school network sharing, are carried out to enhance the confidence and capacities of teachers and school personnel in supporting students with ASD. Moreover, starting from the 2021/22 school year, small group training on social adaptive skills has been introduced through Non-Governmental Organisation (NGO)-School Collaboration to improve the social adaptive and learning capabilities of students with ASD. Through observing the effective support measures demonstrated by professionals from NGOs, teachers and school personnel can enhance their professional competence in catering for students with ASD. The strategies and skills acquired can then be continuously applied and developed in schools. NGO-School Collaboration also includes a Strength-based Programme designed for senior secondary students with ASD. This programme helps unleash students' potential and strengthen their life planning by organising special courses (such as urban planning, digital video production and drone programming) that accord with their strengths and interests. The revised estimated expenditure for the Tiered ASD Model for the 2023/24 school year is about \$61 million, and the estimated expenditure for the 2024/25 school year is about \$72 million.

To assist Schools for Social Development (SSD) in enhancing support for students with ASD, EDB has commissioned NGOs to launch the Enhanced Support to Students with ASD in SSD — NGO-School Collaboration programme starting from the 2022/23 school year. Under this programme, social workers from NGOs provide individual or group training to students with ASD in SSD, and offer support to relevant stakeholders (including school personnel and parents). Besides, NGOs also provide consultation and intervention services rendered by professionals (including educational/clinical psychologists and occupational therapists) to school personnel in SSD. The revised estimated expenditure for the 2023/24 school year is about \$1 million, and the estimated expenditure for the 2024/25 school year is about \$1.1 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB123

(Question Serial No. 2925)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention, it is mentioned that the Education Bureau (EDB) will “provide Mainland exchange opportunities for primary and secondary school students, and organise Mainland study tours for all students taking the senior secondary Citizenship and Social Development (CS) subject”. Please advise on following –

1. Please list the numbers of Mainland exchange programmes organised by primary and secondary schools (including regular and thematic exchange programmes) in the past and current year; the average durations of exchange (in days); and the types of exchange themes, with a breakdown by junior and senior levels.
2. Regarding Mainland study tours for CS students, please provide the numbers of participating schools and students (including non-participants and absentees) in the past and current year, as well as the distribution of itineraries chosen and their respective percentages among all the itineraries offered.
3. Regarding EDB's Mainland exchange activities (including CS Mainland study tours), please set out the total amounts of funding provision and the average amounts of subsidy for each student in the past 2 years and the coming year.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 22)

Reply:

(1) to (3)

The Education Bureau (EDB) has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. Mainland exchange programmes for students include 2 regularised programmes, namely the Mainland Exchange Programme for Secondary School Students and the Mainland Exchange Programme for Junior Secondary and Upper Primary Students, together with other thematic programmes. The itineraries vary in duration, ranging from 1 to 5 days, and cover diverse themes, including history, culture, economy and

technology, among others. The fee for each itinerary also varies depending on the places of visit, duration, learning content and actual situation. EDB subsidises 70% of the tour fee for each student and may provide full subsidies with consideration of their financial situation. The numbers of students joining Mainland exchange programmes from the 2022/23 to 2024/25 school years and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	600	2.1
2023/24 ⁺⁺	72 700	78.8
2024/25 [#]	108 900	115.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

[#] Estimated figures

In addition, with the full resumption of normal travel between Hong Kong and the Mainland, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS) in April 2023. All students taking the CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. Taking into account schools' post-epidemic teaching arrangements, teacher deployment and the reception capacity of the Mainland, EDB introduced 22 itineraries, ranging from 1 to 3 days, within the Guangdong (GD) Province for schools to choose from. In the 2022/23 school year, a total of 451 schools (including 8 special schools) completed Mainland study tours, with 1-day tours being the most popular choice among them. After collecting views from different stakeholders and considering multiple factors, EDB has made adjustment and enhancement to the arrangements for Mainland study tours for the 2023/24 school year, including an increase in the number of itineraries to 26, with 7 of them being 4 to 5-day tours outside the GD Province. A total of 497 schools (including 54 special schools) have applied to join the tours, with itineraries of 2 days or more being the more popular choices, while quite a few schools have chosen itineraries of 4 days or more outside the GD Province. The numbers of senior secondary students joining CS Mainland study tours from the 2022/23 to 2024/25 school years and the expenditures involved are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	43 300	29.9
2023/24 ⁺⁺	52 300	82.6
2024/25 [#]	47 600	116.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

[#] Estimated figures

Starting from the 2023/24 school year, EDB has launched the 5-year “Greater Bay Area Career Exploration Tours” Programme, under which public sector schools and Direct Subsidy Scheme (DSS) schools offering the local senior secondary curriculum can arrange study activities in the Greater Bay Area (GBA) for senior secondary students. Schools may either join the study tours under the “Greater Bay Area Career Exploration Tours” organised by EDB, which consist of a total of 12 different itineraries, including 3 1-day tours, 7 2-day tours

and 2 3-day tours, or apply for a grant of \$100,000 to arrange their own school-based study tours. Through personal observation and experience gained in these tours, senior secondary students will deepen their understanding of the latest developments of various industries in the GBA. In the 2023/24 and 2024/25 school years, the estimated numbers of senior secondary students participating in the “Greater Bay Area Career Exploration Tours” Programme and the expenditures involved are as follows –

School year	No. of senior secondary students	Expenditure (\$ million)
2023/24 ⁺⁺	6 000	10.4
2024/25 [#]	12 000	20.8

⁺⁺ Provisional figures

[#] Estimated figures

Moreover, EDB has implemented the Sister School Scheme to enhance professional exchanges and collaboration among local and Mainland schools. Starting from the 2018/19 school year, EDB has been providing a recurrent grant for each local public sector and DSS school (including special school) that has formed sister school(s) with its counterpart(s) in the Mainland. Schools may deploy the grant to arrange exchange activities in different modes with their sister schools in light of their school-based development needs. The amounts of grant per school for the 2022/23 and 2023/24 school years are around \$160,000 and \$163,000 respectively, and the amount for the 2024/25 school year will be adjusted in accordance with the movement of the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY

EDB124

(Question Serial No. 2926)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding “National education” under the Programme, please advise on the following –

- (1) What were the respective amounts of recurrent funding allocated to the implementation of national education, national security education and patriotic education in primary and secondary schools in the past 3 years?
- (2) What are the respective projects and project types in relation to national education, national security education and patriotic education funded by the Life-wide Learning Grant and the Quality Education Fund, with a breakdown by primary and secondary schools, and the respective amounts of funding received? How many students were benefitted in the past 3 years?
- (3) Will the Bureau consider setting up dedicated funds for the 3 aforementioned areas to strengthen its education and promotion in schools?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 25)

Reply:

(1)
National education and national security education (NSE) of Hong Kong, which have incorporated elements and spirit of patriotic education, are indispensable parts of the school curriculum, covering areas such as Chinese history, national affairs, Chinese culture, national geography and Constitution and Basic Law education. They are included in each Key Learning Area and relevant subjects, intertwining with values education and life-wide learning activities to provide essential learning experiences for students. The Education Bureau (EDB) has all along adopted a “multi-pronged and co-ordinated” approach to support schools in promoting national education, NSE and patriotic education. The measures include refining curriculum guides, developing rich learning and teaching resources, stepping up training for teachers, and organising life-wide learning activities for students, so as to support schools in integrating learning activities within and beyond the classroom for developing in students a sense of belonging to our country, an affection for the Chinese people, a sense of national identity, as well as an awareness of and a sense of responsibility for safeguarding national security. As the provision of funding for relevant projects in the past 3 years are subsumed under EDB’s recurrent expenditure, no breakdown is available.

(2)

Starting from the 2019/20 school year, EDB has been providing public sector schools (including special schools) with a recurrent Life-wide Learning Grant (the Grant) to support schools in taking forward, on the present foundation, life-wide learning with enhanced efforts. For schools under the Direct Subsidy Scheme (DSS), the provision of the Grant is subsumed in the DSS unit subsidy rates. The total provision is about \$900 million each year. Schools may make use of the recurrent grant to enrich students' learning experiences, including organising Mainland exchange and study tours to provide first-hand experience for students to deepen their understanding of our country's history, culture, latest development and achievements, and cultivate in them a sense of national identity. The number of public sector primary and secondary schools receiving the Grant and the respective amounts of the Grant received from the 2021/22 to 2023/24 school years are tabulated as follows –

School year	No. of public sector secondary school beneficiaries[@]	No. of public sector primary school beneficiaries[^]	Total amount of the Grant (\$ million)
2021/22	451	456	832
2022/23	450	456	843
2023/24 [#]	450	456	853

@ Public sector secondary school beneficiaries in the above table include government, aided and caput secondary schools, and special schools running a secondary section and both primary and secondary sections.

[^] The public sector primary school beneficiaries in the above table include government and aided primary schools.

[#] The amounts of the Grant are provisional figures.

Meanwhile, schools can, with due regard to their own context and students' needs, apply to the Quality Education Fund (QEF) for additional resources for implementation of measures in relation to national education and NSE. Schools can flexibly make use of the funding from QEF to organise diversified school-based learning activities through the adoption of a whole-school approach. In the past 3 school years, QEF has approved funding of about \$75 million and \$79 million to secondary and primary schools respectively for projects on promotion of national education and NSE.

(3)

EDB will build on the present foundation and step up its support for schools in adopting the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom”, and “whole-school participation” to integrate national education, NSE and patriotic education in school education through holistic planning by connecting classroom teaching with practices and experiences outside lessons in subject-based/interdisciplinary modes and on all fronts. EDB's support measures are flexible, comprehensive and well received by schools. These measures, being part of the regular work of EDB, can effectively facilitate schools to plan and implement national education, NSE and patriotic education within and beyond the classroom in a systematic and holistic manner through a whole-school approach. EDB has no plan to set up dedicated funds at this stage but will make adjustment to the overall estimated expenditure to meet the support needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 2927)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is our country's expectation upon the young in Hong Kong that they can "delve into the history and culture of our country and national affairs". Regarding national education under the Programme, including education on the history of our country and the Communist Party of China (CPC), please advise of the following –

- (1) the respective numbers of secondary schools offering Chinese Literature, Chinese History and History at the senior secondary level, as well as their respective percentages in the total number of secondary schools in each of the past 3 years;
- (2) the respective numbers of students taking Chinese Literature and Chinese History for the Hong Kong Diploma of Secondary Education Examination, as well as their respective percentages in the total number of candidates in each of the past 3 years;
- (3) the measures in place to enhance secondary students' interest in History/Chinese History; whether the Government will consider updating the curricular content and examination arrangements of the subjects as well as providing additional support, among others, so as to attract more secondary students to take History/Chinese History as elective subjects at the senior secondary level; and
- (4) how the Government will enhance education on the history of our country and CPC at the senior secondary level, particularly for students not taking History/Chinese History at the senior secondary level, such as how to enrich the content of and guidance on activities in relation to national education and patriotic education; if the Government will enhance education in this respect, what are the details? Will more activities of such kind be held in the coming year; and what is the overall expenditure on the education on the history of our country and CPC at the primary and secondary levels?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 27)

Reply:

(1)

Chinese Literature, Chinese History and History have all along been offered at the senior secondary level as elective subjects for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Based on the information submitted by schools to the Education Bureau (EDB), the numbers of secondary schools offering Chinese Literature, Chinese History and History at the senior secondary level in each of the past 3 years, as well as their respective percentages, are tabulated below –

Subject	No. of schools# (Percentage)		
	2020/21 school year	2021/22 school year	2022/23 school year
Chinese Literature	141 (31.7%)	142 (31.9%)	141 (31.8%)
Chinese History	410 (92.1%)	414 (93.0%)	416 (93.7%)
History	315 (70.8%)	324 (72.8%)	325 (73.2%)

Include government, aided, caput secondary schools and secondary schools under the Direct Subsidy Scheme (Since the survey for the 2023/24 school year is underway, the data is currently unavailable.)

(2)

According to the information from the Hong Kong Examinations and Assessment Authority, the numbers of students taking Chinese Literature and Chinese History for the HKDSE Examination, as well as their respective percentages in the total number of candidates, in each of the past 3 years are tabulated below –

Subject	No. of candidates (Percentage)		
	2022 HKDSE	2023 HKDSE	2024 HKDSE
Chinese Literature	1 324 (2.6%)	1 309 (2.6%)	1 499 (3.0%)
Chinese History	6 098 (12.2%)	5 938 (11.7%)	6 346 (12.5%)

(3)

EDB has all along attached great importance to history education. In line with the major renewed emphasis of “reinforcing the learning of Chinese history and Chinese culture” as set out in the Secondary Education Curriculum Guide, EDB continues to provide students with rich and diversified learning experiences in terms of curriculum development, examination arrangements, learning and teaching resources, teacher training, life-wide learning activities and field studies, among others, to enhance students’ motivation and interest in learning.

Curriculum development and examination arrangements

Junior secondary Chinese History was made an independent compulsory subject at the junior secondary level in the 2018/19 school year. Its curriculum and that of junior secondary History were both revised in 2019 and fully implemented in Secondary 1 to Secondary 3 in

Hong Kong in the 2022/23 school year. The curricula cover not only political history but also cultural history and the development of Hong Kong, enabling teachers to employ more diversified teaching strategies that closely relate to students' life experiences, fostering their interest in learning. Regarding the examination arrangements, following the implementation of the optimising measures for the 4 senior secondary core subjects (i.e. Chinese Language, English Language, Mathematics and Citizenship and Social Development (CS) in lieu of Liberal Studies) from Secondary 4 in the 2021/22 school year, reviews of elective subjects, including Chinese History and History, will be conducted with an aim to reducing the stress of students taking Chinese History and History, thereby attracting more students to take these 2 subjects at the senior secondary level.

Learning and teaching resources

EDB has developed multimedia learning and teaching resources on an ongoing basis, and uploaded them to its website for teachers' reference and students' self-learning. These resources include Multimedia Resource Kit on "General History of China", "Think and Innovate Chinese History Learning and Teaching Resource Pack, Commenting on the Past and Present: Short stories about Chinese Historical Figures - Reading and Self-learning Resource Pack and Students' Portfolio, The Stories Behind: Teaching Chinese History Through Objects, Animation-based Resource Kit on "Exploring Chinese History through Artefacts", and Military History from Multiple Perspectives: Economy, Medicine, International Law and Others. The mobile app "History Trip Go Easy", which incorporates virtual reality (VR) and augmented reality (AR) to arouse students' interest in learning history, is also updated.

Professional development of teachers

Apart from organising its own programmes and activities, EDB has also collaborated with academic institutions, professional bodies and non-governmental organisations to organise a diverse range of teacher training programmes and activities. These programmes and activities, which include knowledge enrichment seminars, history teaching seminars, symposiums on the history of the Communist Party of China (CPC), workshops, visits and Mainland study tours, are aimed at enhancing teachers' understanding of national history, national affairs, the history of CPC and national education, among others, as well as strengthening their mastery of pedagogies. In the 2022/23 school year, a total of 81 training activities on Chinese History were organised, with over 6 400 participants; and 28 training activities on History were organised, with over 3 050 participants. Among these activities was the fourth event of a heritage series (「讓文物走進來」系列(四):「漢代畫像磚·瓦當拓印體驗活動」暨《快趣·講·文物》學與教資源冊簡介). The event aimed to inspire teachers to design creative lessons that incorporate teaching of artefacts, experiential activities and interesting classroom integration designs, thereby enhancing students' interest in learning history.

Diversified student activities and field studies

EDB has also duly included information technology, competitions, learning activities and field studies, etc. to engage students in the enjoyable learning of Chinese history. One example is the establishment of the "Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture" since the 2020/21 school year with a total participation of around 93 000 students in the past 3 years. Other activities include Chinese history and culture reading competitions, quizzes on Chinese history and short video production competitions. Regarding the subject of History, EDB has launched the Junior

Secondary History e-Reading Award Scheme for junior secondary students in Hong Kong for 5 consecutive years since 2019, with a total participation of about 54 600 students in the past 3 years. Moreover, EDB has, in collaboration with the Hong Kong Palace Museum and museums under the Leisure and Cultural Services Department, among others, organised various types of teacher-exclusive events, as well as student activities such as student docent training and future curator training to enhance students' interest in learning history.

EDB has proactively implemented Mainland exchange programmes for students, providing more than 100 000 places annually for primary and secondary students to participate in exchanges in the Mainland, with a view to deepening what they have learnt in class. The Mainland study tours cover different provinces, cities, autonomous regions and municipalities in the Mainland, with some itineraries related to national education. With the full resumption of normal travel between Hong Kong and the Mainland, EDB has progressively arranged for all senior secondary students to participate in CS Mainland study tours since April 2023. These field studies aim to arouse students' interests in learning about the history, geography, culture and national affairs of our country. EDB will continue to optimise the arrangements and include new tours to provide students with more opportunities to visit the Mainland, so that they can delve into the history, culture and national affairs of our country.

(4)

At the senior secondary level, all students are required to take the subject CS. The curriculum comprises 3 themes, namely "Hong Kong under 'One Country, Two Systems'", "Our Country since Reform and Opening-up" and "Interconnectedness and Interdependence of the Contemporary World", which are all relevant to national affairs. Under the theme of "Our Country since Reform and Opening-up", students who have not taken History/Chinese History at the senior secondary level can also learn about the reform and opening-up of our country, as well as the process of achieving socialist modernisation along the road of socialism with Chinese characteristics. The learning focuses of "Hong Kong under 'One Country, Two Systems'" cover the political structure of our country, providing students with a general understanding of how CPC established the national system, its strategies for promoting China's development and remarkable achievements. In addition, the itineraries for CS Mainland study tours include visits to the Opium War Museum, the Guangdong Dongjiang Column Memorial Hall, the Shenzhen Reform and Opening-up Exhibition Hall, deepen students' understanding of the history of our country and CPC.

National education, which covers various areas, including Chinese history, national affairs, Chinese culture, national geography, the Constitution and the Basic Law, as well as national security education, is an indispensable part of our school curriculum. EDB has all along adopted a "multi-pronged and co-ordinated" approach to support schools in promoting national education, enabling students to learn about the history and development of our country through various subjects such as Chinese Literature, Chinese History, History, CS and Geography. As the expenditure involved is subsumed under the recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 2928)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention under this Programme that the Education Bureau (EDB) will “collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications” in the coming year. In this connection –

- (1) What are the current progress of the relevant plan, its timetable and the details of the mutual recognition of qualifications?
- (2) While taking forward the mutual recognition of qualifications, will EDB enhance the student admission of specialist and technical institutions in the Mainland and Hong Kong, such as optimising the admission arrangements of non-local students of local vocational training organisations, and at the same time encourage local students to enrol in programmes offered by higher vocational colleges and vocational universities in the Mainland?
- (3) In addition to sub-degree level qualifications, will EDB expedite the progress of the mutual recognition of qualifications with respect to higher diploma programmes and vocational skills in order to accelerate the flow of talent between the Mainland and Hong Kong?
- (4) What is the staff establishment and expenditure involved for taking forward the mutual recognition of qualifications?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 31)

Reply:

(1) to (4)

The Hong Kong Special Administrative Region Government has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications in a bid to expand the vocational and professional talent pool of Hong Kong, create strong impetus for growth for Hong Kong, broaden young people's articulation

pathways, and align with the national policy of promoting the high-quality development of modern vocational education. In the first half of 2023, the Education Bureau completed the Review of Sub-degree Education to more sharply differentiate vocational and professional education and training (VPET) and academic pathways, and to enhance the positioning of VPET at sub-degree level. The updated programme guidelines were promulgated in July 2023. We also made a study visit to Guangdong Province in November 2023 and met with the relevant Mainland authority and institutions offering higher vocational education. We are proactively following up the mutual recognition of sub-degree level qualifications with the relevant Mainland authorities and are exploring the trial implementation of mutual recognition on a pilot basis. Details will be announced in due course.

Since implementing the above measures is part of EDB's routine, the manpower and expenditure involved are subsumed under the overall estimated expenditure and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB127

(Question Serial No. 2929)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS) under this Programme, please advise this Committee of the following –

- (1) Please set out the numbers of students admitted to Mainland higher education institutions, the numbers of applications of MUSSS, the respective numbers of student beneficiaries receiving full-rate, half-rate and non-means-tested subsidies, the institutions attended by the student beneficiaries, and the expenditures involved last year and this year, with a breakdown by categories I, II and III.
- (2) Last year, the Education Bureau (EDB) pointed out that “the Government does not compile statistical data on whether the student beneficiaries of MUSSS choose to return to Hong Kong or stay in the Mainland after graduation”. As there are increasing number of students studying in the Mainland, will the Government conduct any surveys on their post-graduation profile? If no, what are the reasons?
- (3) Will EDB collaborate with other policy bureaux to enhance liaison and support services for young people going north for further studies and introduce to those students the Government’s measures that are related to the Mainland and the Greater Bay Area? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 29)

Reply:

- (1)
The numbers of applicants, student beneficiaries and total expenditures of the Mainland University Study Subsidy Scheme (MUSSS) last year and this year by category of institution are tabulated below –

Academic year/ Category of institutions #	2022/23			2023/24 (as at early March 2024)		
	I	II	III	I	II	III
No. of students applying for means-tested subsidy	2 314	1 001	591	2 355	1 092	524
No. of students applying for non-means-tested subsidy	523	148	437	514	163	438
Total no. of applicants	5 014			5 086		
No. of students receiving full-rate means-tested subsidy	1 542	700	402	1 524	701	325
No. of students receiving half-rate means-tested subsidy	566	216	139	555	215	127
No. of students receiving non-means-tested subsidy	442	115	429	410	110	422
Total no. of student beneficiaries	4 551			4 389*		
Total expenditure (\$)	64 million			62 million[@]		

Category I, II, and III institutions are located at a distance of less than 450 km, between 450 km and 1 000 km, and more than 1 000 km away from Hong Kong respectively.

* About 200 applications for the 2023/24 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

@ The total estimated expenditure for the year is around \$64 million.

The numbers of students receiving full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy by institution are set out at **Annexes 1 to 2** respectively.

(2) and (3)

The Education Bureau (EDB) has not conducted any survey on the post-graduation profiles of Hong Kong students who have benefitted from MUSSS. However, EDB has engaged an organisation to provide a series of employment support services to Hong Kong students pursuing studies in the Mainland, including the launch of the “Online Platform for Internship and Employment Information for Hong Kong Students Studying in the Mainland Higher Education Institutions” (www.ujobs-mainlandhe.hk) since mid-2017. The online platform provides a variety of information, including the latest developments and government measures in Hong Kong and the Mainland, internship opportunities, employment guides and consultation services. In addition to providing online information, the organisation also invites corporates or organisations in Hong Kong and the Mainland, professional bodies and Mainland institutions to provide information on the development of various trades and industries, job openings, and further studies, and organises activities relating to internship and employment. The above measures help Hong Kong students pursuing studies in the Mainland plan for their future after graduation. It is believed that, in the future no matter they work in the Mainland or Hong Kong, they can play a bridging role between both places and make contributions to Hong Kong.

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution in the 2022/23 academic year

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Category I			
Sun Yat-sen University	121	47	68
Beijing Normal University, Zhuhai	1	0	0
Shantou University	1	2	2
Southern Medical University	12	3	7
Xinghai Conservatory of Music	6	4	3
Shenzhen University	21	5	12
South China Normal University	17	8	18
South China University of Technology	4	1	5
Jinan University	1 232	435	218
Shaoguan University	1	0	0
Guangzhou University	3	1	0
Guangzhou University of Chinese Medicine	98	52	100
Guangzhou Academy of Fine Arts	10	0	3
Guangzhou Medical University	0	3	2
Guangdong University of Technology	2	3	0
Guangdong University of Foreign Studies	5	0	4
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	1	1	0
Guangdong Medical University	1	0	0
Guangdong Pharmaceutical University	1	0	0
Category II			
China Three Gorges University	1	0	0
Central South University	7	3	10
Zhongnan University of Economics and Law	15	3	15
Wuhan University	15	5	21
Wuhan University of Technology	3	1	1
Nanchang University	6	0	1
Hainan University	1	0	1
Hubei University	1	0	0
Hunan University	11	3	12
Hunan Normal University	9	6	4
Xiangtan University	1	0	0
Huazhong University of Science and Technology	7	1	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Central China Normal University	15	3	8
Huaqiao University	557	170	5
Jimei University	3	3	0
Xiamen University	13	12	27
Fuzhou University	6	2	1
Fujian University of Traditional Chinese Medicine	2	0	1
Fujian Normal University	8	3	2
Fujian Medical University	1	0	0
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	17	1	3
Category III			
Shanghai University	3	0	1
Shanghai University of Traditional Chinese Medicine	21	4	17
Shanghai International Studies University	4	2	11
Shanghai Jiao Tong University	1	0	8
Shanghai Normal University	4	5	2
Shanghai University of Finance and Economics	4	0	6
Shanghai University of Sport	1	1	0
Dalian University of Technology	0	0	1
Shandong University	18	10	13
Shandong University of Traditional Chinese Medicine	1	0	0
Central Academy of Fine Arts	3	0	5
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	2	1	7
The Central Academy of Drama	1	0	2
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	18	3	17
China Conservatory of Music	1	0	0
Ocean University of China	1	0	2
Communication University of China	1	1	4
Tianjin University	5	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	16	5	35

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing University of Chinese Medicine	48	13	65
Beijing Foreign Studies University	0	0	3
Beijing Institute of Fashion Technology	6	0	1
Beijing Normal University	4	2	5
Beijing Institute of Technology	1	0	2
Beijing University of Posts and Telecommunications	3	0	9
Beijing Film Academy	1	0	1
Beijing Language and Culture University	4	2	6
Beijing Sport University	5	1	3
Sichuan University	11	4	18
Sichuan Normal University	8	3	0
Jilin University	4	2	6
Tongji University	5	8	1
Chengdu University of Traditional Chinese Medicine	4	0	1
Northwest University	3	2	4
Xi'an Jiaotong University	4	4	6
Southwest University	4	0	0
Southwest University of Political Science and Law	8	2	8
Southwestern University of Finance and Economics	5	0	3
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	1	2
Donghua University	9	6	3
Henan University	1	0	0
Chang'an University	0	0	1
Nanjing University	5	0	7
Nanjing University of Chinese Medicine	26	9	6
Nanjing Normal University	16	8	12
Nankai University	3	3	10
Chongqing University	26	9	6
Capital Normal University	1	0	2
Zhejiang University	2	2	2
Zhejiang Chinese Medical University	0	1	1
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	11	3	3
Tsinghua University	11	2	27
Fudan University	9	2	16
East China University of Political Science and Law	5	1	15
East China Normal University	9	3	7

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
East China University of Science and Technology	4	4	6
Yunnan University	0	0	2
Yunnan Normal University	7	2	0
Wenzhou Medical University	1	0	3
University of Electronic Science and Technology of China	1	0	2
Ningbo University	2	0	0
University of International Business and Economics	4	2	6
Zhengzhou University	4	1	7
Lanzhou University	1	0	0
Total	2 644	921	986

Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution in the 2023/24 academic year
(as at early March 2024)

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Category I			
Sun Yat-sen University	85	32	54
Shantou University	1	1	2
Southern Medical University	14	2	11
Xinghai Conservatory of Music	7	3	1
Shenzhen University	29	9	19
South China Normal University	15	9	18
South China University of Technology	4	1	5
Jinan University	1 272	441	216
Guangzhou University	2	1	1
Guangzhou University of Chinese Medicine	74	44	74
Guangzhou Academy of Fine Arts	8	2	4
Guangzhou Medical University	0	4	2
Guangdong University of Technology	1	3	1
Guangdong University of Foreign Studies	4	2	2
Guangdong University of Finance	4	1	0
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	1	0	0
Guangdong Medical University	2	0	0
Category II			
China Three Gorges University	1	0	1
Central South University	7	2	14
Zhongnan University of Economics and Law	18	1	17
Wuhan University	15	3	16
Wuhan University of Technology	1	0	1
Nanchang University	5	0	3
Hainan University	1	0	0
Hainan Normal University	0	0	1
Hunan University	12	2	12
Hunan University of Technology	0	1	0
Hunan Normal University	10	7	2
Xiangtan University	1	0	0
Huazhong University of Science and Technology	6	2	1
Central China Normal University	11	4	10

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Huaqiao University	566	178	6
Jimei University	3	1	0
Xiamen University	10	8	19
Fuzhou University	9	1	2
Fujian University of Traditional Chinese Medicine	2	1	0
Fujian Normal University	7	2	2
Fujian Medical University	2	0	1
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	13	2	2
<u>Category III</u>			
Shanghai University	2	0	1
Shanghai University of Traditional Chinese Medicine	20	2	23
Shanghai International Studies University	3	1	6
Shanghai Jiao Tong University	1	1	10
Shanghai Normal University	2	4	2
Shanghai University of Finance and Economics	3	0	6
Shanghai University of Sport	0	1	0
Dalian University of Technology	0	0	1
Shandong University	13	11	14
Shandong University of Traditional Chinese Medicine	0	1	0
Central Academy of Fine Arts	2	0	5
Central University of Finance and Economics	1	1	8
The Central Academy of Drama	1	0	1
Renmin University of China	0	0	2
Civil Aviation University of China	0	1	0
China University of Petroleum	0	0	1
China University of Political Science and Law	12	3	16
China Conservatory of Music	1	0	0
Ocean University of China	0	0	1
Communication University of China	1	0	3
Tianjin University	4	0	2
Tianjin University of Traditional Chinese Medicine	1	2	0
Tianjin Foreign Studies University	0	1	1
Tianjin Normal University	2	0	1
Peking University	15	7	36
Beijing University of Chinese Medicine	46	16	59
Beijing Foreign Studies University	2	0	3

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Institute of Fashion Technology	6	0	1
University of Science and Technology Beijing	0	0	1
Beijing Normal University	3	2	8
Beijing Institute of Technology	2	1	1
Beijing University of Posts and Telecommunications	2	0	7
Beijing Film Academy	1	0	1
Beijing Language and Culture University	1	3	4
Beijing Sport University	1	2	3
Sichuan University	11	1	18
Sichuan Normal University	7	4	0
Jilin University	4	1	8
Tongji University	4	7	3
Chengdu University of Traditional Chinese Medicine	1	0	1
Northwest University	2	2	6
Xi'an Jiaotong University	3	4	3
Southwest University	2	0	0
Southwest University of Political Science and Law	7	3	7
Southwestern University of Finance and Economics	3	1	2
Northeastern University	1	0	0
Northeast Normal University	0	0	1
Dongbei University of Finance and Economics	2	0	0
Southeast University	1	0	2
Donghua University	9	6	5
Henan University	1	0	0
Chang'an University	0	0	2
Nanjing University	4	1	9
Nanjing University of Chinese Medicine	15	5	5
Nanjing Normal University	17	4	12
Nankai University	3	3	9
Chongqing University	20	6	6
Capital Normal University	1	0	3
Zhejiang University	1	2	1
Zhejiang Normal University	3	0	2
Zhejiang Sci-Tech University	6	2	2
Communication University of Zhejiang	0	1	1
Tsinghua University	7	2	29
Fudan University	7	2	18
East China University of Political Science and Law	5	0	10
East China Normal University	6	2	5
East China University of Science and Technology	5	4	5
Yunnan University	0	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Yunnan Normal University	4	2	0
Wenzhou Medical University	2	0	3
University of Electronic Science and Technology of China	1	0	2
University of International Business and Economics	3	1	5
Zhengzhou University	8	1	8
Lanzhou University	1	0	0
Total	2 550	897	942

- End -

CONTROLLING OFFICER'S REPLY

EDB128

(Question Serial No. 2930)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention of this Programme, it is mentioned that the criteria for qualifying as universities of applied sciences (UAS) will be drawn up and an alliance of UAS will be formed, so as to enhance the status of vocational and professional education and training (VPET) in society and among parents and students. Will the Government advise of the following –

- (1) the projected number of universities which can qualify as UAS, as well as the additional support to be provided by the Government for institutions qualified as UAS; whether land will be reserved in the Northern Metropolis University Town for construction of UAS campuses to promote VPET;
- (2) the amount which will be allocated for enhancing the status of VPET in society and among parents and students from the start-up fund of \$100 million set aside by the Government for the alliance of UAS, as well as the details involved; and
- (3) the amount of additional subsidies used for encouraging institutions to offer more applied degree programmes related to the technical professions and providing more incentives for enrolment, as well as the subject areas involved; whether students will thus receive direct benefits such as fee remission and career articulation?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 32)

Reply:

(1) and (2)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with

professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course. The Chief Executive announced in the 2023 Policy Address that a new round of the Land Grant Scheme and Start-up Loan Scheme would be launched in 2024 in a bid to support self-financing post-secondary institutions in developing and enhancing their campuses for supporting more teaching and learning activities. EDB will announce the details in due course.

(3)

The Government launched two rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Eight pilot applied degree programmes offered by four self-financing post-secondary institutions were selected. HKCAAVQ has been appointed as a consultant to assist the institutions in developing the pilot programmes. The first batch of pilot programmes were launched in the 2022/23 academic year, while the second batch of programmes are expected to be launched in the 2024/25 academic year pending their successful completion of the relevant quality assurance processes.

On the basis of the experience gained from the Pilot Project, we promulgated the Guidelines in Developing Applied Degree Programmes (the Guidelines)^(Note) in February 2024, encouraging post-secondary institutions to carry out planning for more applied degree programmes. In addition, we plan to provide additional support for applied degree programmes through the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of \$5,000 (for non-laboratory-based applied degree programmes) and \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have

undergone the relevant accreditation. In the 2024/25 academic year, each of the students concerned may receive subsidies up to \$50,810 or \$87,770 respectively. We will also enhance the relevant mechanism to allow relevant institutions under SSSDP to make a one-off tuition fee adjustment after the completion of the accreditation for applied degree programmes so that the enhanced cost structure of developing and operating applied degree programmes can be reflected. It is expected that around 2 500 eligible full-time students enrolling in the eight applied degree programmes offered by the four self-financing post-secondary institutions will be benefitted in the 2024/25 academic year. The estimated additional expenditure for 2024-25 is around \$20 million.

The annual tuition fees of the 8 applied degree programmes in the 2024/25 academic year are about \$63,000 to \$119,000. It is roughly estimated that the annual tuition fees for eligible students range from \$12,000 to \$56,000, less the subsidies provided by the Government through SSSDP. Students of such programmes can also apply for relevant student financial assistance from the Student Finance Office of the Working Family and Student Financial Assistance Agency.

Note: The Guidelines are set out at Appendix 1 of the Manual for Institutional Review for University of Applied Sciences: https://www.hkcaavq.edu.hk/en/accreditation/institutional_review/.

- End -

CONTROLLING OFFICER'S REPLY

EDB129

(Question Serial No. 2931)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that the Government “will enhance vocational and professional education and training (VPET)”, and “has set aside some \$680 million to support the Vocational Training Council’s efforts”. In this regard, please advise the Committee of the following –

- (1) the respective numbers of trainees, employers and industries involved under the Pilot Incentive Scheme to Employers in the past 3 years, as well as the trainees’ employment status in relevant industries upon graduation;
- (2) the respective numbers of applicants, graduates and programmes offered under the Vplus Subsidy Scheme, as well as the respective numbers and amounts of subsidy granted in the past 3 years;
- (3) the respective numbers of beneficiaries and exchanges, the industries and types of occupations involved, as well as the respective regions for exchanges under the Pilot International Study Programme in the past 3 years;
- (4) the implementation progress of the Pilot VPET Diploma for senior secondary school students, including the number of enrolments and details of the learning content; and
- (5) whether the Government will further enhance VPET for students and young people with special educational needs (e.g. autism spectrum disorder), so as to help them unleash their potential after training; if yes, what are the details and expenditure involved?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 33)

Reply:

- (1) The Government has all along been supporting the Vocational Training Council (VTC)’s efforts in enhancing the promotion of vocational and professional education and training (VPET). Since the 2014/15 academic year, VTC has implemented the Training and Support Scheme (TSS), which aims to attract and retain talent for specific

industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. With the Government's support, VTC has implemented the Pilot Incentive Scheme to Employers (PISE) under TSS since the 2019/20 academic year to encourage employers to provide trainees with structured workplace learning and assessment, so that the content of training programmes could be more effectively adapted to enhance trainees' performance.

The numbers of trainees of PISE by industry and relevant programme in the past 3 years are as follows –

Professional field	Industry and relevant programme	Academic year and no. of trainees*		
		2020/21	2021/22	2022/23
Engineering and Technology	Building Services and Management	90	104	79
	Construction	41	69	104
	Electrical Engineering	143	169	134
	Mechanical Engineering	54	52	48
	Electronic and Information Technology	40	70	100
	Environment and Conservation	10	4	-
Transportation	Automobile	57	40	66
	Aviation	-	-	5
Design, Jewellery, Creative Industry	Design and Printing	6	1	2
	Jewellery and Watches	1	-	1
Healthcare Services	Healthcare Services	5	18	18
Testing and Certification	Testing and Certification	-	13	1
	Sub-total	447	540	558

* As the 2023/24 academic year has not ended, relevant figures are not available yet.

All trainees under PISE are also trainees under TSS. Upon graduation, they are invited to complete a questionnaire to examine whether they will stay in the respective industries for career development. According to the results of the questionnaire survey, the numbers of trainees having completed apprenticeship training under TSS and the percentages of those indicating their intention to stay in the respective industries from the 2021/22 to 2022/23 academic years are tabulated as follows ^{Note 1} –

Academic year	2020/21	2021/22	2022/23
No. of trainees having completed apprenticeship training under TSS	656	596	647
Percentage of trainees indicating their intention to stay in the respective industries in the survey ^{Note 2}	93%	93%	90%

Note 1: VTC does not maintain breakdown figures on PISE. Relevant figures are data on the whole TSS. As the 2023/24 academic year has not ended, relevant figures are not available yet.

Note 2: Some trainees did not respond to the survey.

The numbers of employers under PISE in the past 3 years are as follows –

Professional field	Industry and relevant programme	Academic year and no. of employers *		
		2020/21	2021/22	2022/23
Engineering and Technology	Building Services and Management	21	27	25
	Construction	17	25	32
	Electrical Engineering	26	42	39
	Mechanical Engineering	8	12	14
	Electronic and Information Technology	12	24	29
	Environment and Conservation	7	4	0
Transportation	Automobile	7	13	15
	Aviation	0	0	4
Design, Jewellery, Creative Industry	Design and Printing	4	1	2
	Jewellery and Watches	1	0	1
Healthcare Services	Healthcare Services	3	9	11
Testing and Certification	Testing and Certification	0	3	1
	Sub-total	106	160	173

* Participating employers may employ trainees in more than one industry due to the diversified nature of their businesses. As the 2023/24 academic year has not ended, relevant figures are not available yet.

- (2) The Government has implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme) with a funding of \$200 million to provide a tuition fee subsidy for a total of 5 600 practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology in 3 cohorts from the 2016/17 academic year. The amount of subsidy is 60% of the tuition fees with a cap at \$45,000 per person. Starting from the 2019/20 academic year, the Government has continued implementing the Pilot Subsidy Scheme with an additional funding of \$234 million. In addition to the programmes in the aforesaid disciplines, the Pilot Subsidy Scheme has been expanded to cover creative industry programmes offered by VTC, with the amount of tuition fee subsidy capped at \$36,000 per person.

The numbers of applicants and subsidy recipients, the amounts of subsidy granted and the numbers of programmes under the Pilot Subsidy Scheme in the past 3 years are tabulated below –

Academic year	No. of participating students	No. of subsidy recipients^{#^}	Tuition fee subsidy granted (\$ million)[^]	No. of programmes
2020/21	2 618	2 528	50.4	132
2021/22	2 512	2 427	36.6	138
2022/23	2 518	1 745	16.4	156

[^] Figures as at 29 February 2024.

[#] To receive the tuition fee subsidy, the applicant must meet the relevant criteria, including the requirement that the applicant must be a Hong Kong permanent resident who has successfully enrolled in a designated part-time programme offered by VTC for the first time; also, the applicants must not have applied for or been granted any other form of subsidy or financial assistance from the Government or their employers for the same programmes. Each applicant may apply for tuition fee reimbursement for not more than two programmes. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

- (3) Starting from the 2020/21 academic year, the Government has provided a non-recurrent funding to VTC for 3 years to launch the Pilot International Study Programme (ISP). In view of the pandemic, ISP was officially launched in the 2022/23 academic year, and has been extended for two years to the 2024/25 academic year to benefit more trainees.

Trainees under TSS may join the industry-specific exchange tours under ISP, with the maximum number of participants of each tour capped at 20. So far, a total of 10 tours have been conducted. The destinations of the exchange tours, the main industries involved and the number of participants are tabulated below –

Academic year	Destination of the exchange tour	Main industry involved	No. of participants
2022/23	Japan	Construction	16
	Japan	Electronic and Information Technology	20
	Japan	Automotive	20
	Shenzhen and Shunde	Building Services and Management Electronic and Information Technology	14
	South Korea	Electronic and Information Technology	16
	Australia	Construction	18
	Singapore	Building Services and Management	17
	Germany	Automotive	14
	Germany	Electrical Engineering	18
2023/24*	Switzerland	Construction	20
Sub-total:			173

* The 2023/24 academic year will end on 31 August 2024. Figures above are as at December 2023.

- (4) In the 2023/24 academic year, VTC launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) in secondary schools, allowing senior secondary school students to pursue VPET-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. The pilot project in the 2023/24 academic year covers two subject areas, namely “Hospitality” and “Information Technology”, and a total of 51 students from 3 secondary schools enrolled in these programmes. The expenditures for the three academic years (i.e. from the 2023/24 to 2025/26 academic years) are about \$1.32 million.
- (5) VTC places great emphasis on helping students with special educational needs (SEN) adapt to the workplace and unleash their potential, and therefore offers enhanced pre-employment training for needy prospective graduates with SEN in particular. As for the requirement for all higher diploma students to complete an internship in the relevant industry before graduation, VTC teachers, when arranging internships, will take the initiative to liaise with the relevant organisations to co-ordinate the work arrangements and expectations between students with SEN and internship providers.

Moreover, in line with the objective of integrated education, VTC is committed to providing equal learning opportunities and appropriate support to students with SEN. In the financial years from 2013-14 to 2018-19, an annual recurrent funding of \$12 million was allocated to VTC to enhance the support services for students with SEN, including providing additional teaching support, assessment and assistive equipment for learning, outsourced clinical psychology/educational psychology/speech therapy services, and organising a diverse range of regular inclusive programmes. Starting from the 2019-20 financial year, the annual recurrent funding has increased to \$21.6 million, which covers the provision of emotional counselling services for SEN students in need.

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 2932)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the measures to “promote e-learning at schools” mentioned under Matters Requiring Special Attention in the Programme, please advise of the following –

- (1) the respective numbers and proportions of students who are eligible for, ineligible for and uninterested in applying to participate in the Quality Education Fund e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support in each of the past 3 years;
- (2) the current outcomes and progress of the projects which have been subsidised and taken forward over the past 3 years under the Quality Education Fund e-Learning Ancillary Facilities Programme – New Project Scheme; and the progress of the projects under the Development and Dissemination Scheme in terms of the wider application of their deliverables, including the details on schools that are using the project deliverables as well as the number of student beneficiaries;
- (3) whether the Government will utilise the e-Learning Ancillary Facilities Programme to continuously promote collaboration between the school sector, tertiary institutions, the information technology sector and professional education organisations to develop educational technology software and systems applicable to local education, thereby creating a personal database on students’ learning and growth to enhance their whole-person development, as well as establishing an ecosystem of educational technology; if yes, of the details; if no, of the reasons; and
- (4) whether any special programmes and technological tools for e-learning are in place for students with special educational needs and special schools, with a view to supporting the schools and bolstering students’ learning motivation, as well as providing specialised therapeutic training (e.g. social robots for social skills training); if yes, of the specific support programmes and relevant expenditure.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 34)

Reply:

- (1) The Quality Education Fund (QEF) e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support (the Funding Programme) has been implemented since the 2021/22 school year and aims to subsidise schools to purchase mobile computer devices and Internet access facilities for loan to needy students. Schools will submit applications to the Education Bureau (EDB) every school year in light of the actual demand of their students. Apart from students receiving the Comprehensive Social Security Assistance (CSSA) or the School Textbook Assistance, beneficiaries also include students with genuine financial needs as identified by schools according to their school-based criteria. Nevertheless, student beneficiaries should have never received similar government assistance in the previous 3 years.

In both the 2021/22 and the 2022/23 school years, around 700 schools participated in the Funding Programme. A total of around 43 000 students were benefitted, involving a funding amount of around \$170 million. In the 2023/24 school year, around 730 schools have participated in the Funding Programme. As the applications are being processed by EDB, the actual number of student beneficiaries and the funding amount can only be confirmed upon submission of reports by all participating schools. The relevant figures are tabulated as follows –

School year	No. of schools	No. of student beneficiaries				Funding amount involved (\$million)
		Receiving CSSA	Receiving School Textbook Assistance	Identified by schools	Total	
2021/22	705	3 376	19 220	1 017	23 613	99.5
2022/23	699	2 735	15 564	834	19 133	70.9
2023/24	Around 730*	Relevant figures not yet available				

*Figures as at the end of February 2024

EDB does not have the number of students who are ineligible for or uninterested in the application.

- (2) A total of 22 projects have succeeded in acquiring funding under the QEF e-Learning Ancillary Facilities Programme, and commenced in the beginning of the 2023/24 school year. Among them, 4 are from the Development and Dissemination Scheme and 18 are from the New Project Scheme. These projects are being implemented in accordance with their development plans, with development periods ranging from 2 to 3 years. The grantees of the majority of these projects are discussing collaboration details with schools participating in the development and testing of project deliverables. So far, a total of 382 schools have committed to participate. The number of student beneficiaries is not available for the time being. It is expected that the deliverables of the projects will be launched successively for the use of local schools starting from the end of the 2024/25 school year.
- (3) The e-Learning Ancillary Facilities Programme aims to facilitate the development, enrichment and provision of quality e-learning ancillary facilities that will facilitate the

development of educational technology and benefit the school sector through fostering in-depth collaboration among the school sector, tertiary institutions and the business sector. QEF has invited the Hong Kong Productivity Council to become the strategic partner to provide professional advice and mentorship support for the grantees, helping them better understand the latest market developments and build a marketing network. The Hong Kong Education City will also support the projects by hosting the deliverables on its website for easy reference and trial use by the school sector and relevant stakeholders. On the other hand, multiple projects under the e-Learning Ancillary Facilities Programme will employ artificial intelligence and big data to support students' learning. The e-learning platforms developed by these projects can timely evaluate and record the learning progress of individual students as well as provide personalised learning content, thereby enabling teachers to cater for the learning needs of various students more effectively.

- (4) The beneficiaries of 2 projects under the e-Learning Ancillary Facilities Programme are students with special educational needs (SEN). One of them is an e-learning platform and resource library developed for students with dyslexia. The other employs sensing technology for the detection and analysis of gross motor and fine motor data from students and aims to assist teachers in evaluating students' kinaesthetic intelligence development. The total funding provided to the 2 projects amounts to over \$31 million. In addition, EDB is planning to develop learning and teaching resources that incorporate information technology strategies and multi-media materials, including instructional videos, digital interactive teaching platforms, digital learning games and software, and intends to roll them out in phases, thereby assisting schools and parents in providing students with SEN with more effective support relating to social communication skills, emotional regulation skills, reading and writing abilities, etc. The estimated expenditure involved is around \$6 million.

Meanwhile, apart from benefitting from the resources provided by EDB to all public sector schools, special schools also receive additional grants that target on special schools, assisting them in employing new technology to provide support and care for students. EDB provided all aided special schools with a one-off Grant on New Technology in Classroom ranging from \$300,000 to \$700,000 in March 2023, supporting their use of new technology to design teaching and learning activities that meet students' abilities and needs, enhance the learning effectiveness of students with SEN and enable them to develop abilities in different areas, such as robots to assist learning, eye trackers, augmented reality settings and virtual reality settings, learning software for teaching and learning as well as procurement of relevant services. This involved an additional expenditure of \$27 million. In March 2024, EDB further provided a one-off Improvement of Care and Support Grant ranging from \$100,000 to \$400,000 to all aided special schools and their boarding sections respectively. The schools may, based on school contexts and needs of students, flexibly deploy this Grant to acquire technological products and special furniture/equipment catering for individuals with special needs as well as to procure relevant services, so as to improve the care and support to students, better safeguard their safety and help alleviate the burden and pressure on caregivers. An additional expenditure of around \$30 million was involved.

- End -

CONTROLLING OFFICER'S REPLY

EDB131

(Question Serial No. 0730)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Government has set aside some \$680 million to enhance vocational and professional education and training as well as to support the Vocational Training Council (VTC)'s efforts. In this connection, please advise this Committee of the following –

- (1) The enrolment as at March this year of the Hong Kong Institute of Information Technology, which was newly established by VTC in November last year to provide dedicated pre-employment and in-service training for the information technology sector.
- (2) With VTC continuing to arrange study trips for its students to the Greater Bay Area (GBA) to enhance their understanding of the development of GBA, how will VTC assist its students in entering the GBA market? What are the manpower and estimated expenditure involved in promoting students' integration into GBA?
- (3) With the Pilot Incentive Scheme to Employers and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes, which have been in operation for years, being extended for 5 years, has the Government reviewed these schemes and introduced enhancement measures based on students' feedback? If yes, what are the details of these measures? If no, what are the reasons?

Asked by: Hon LIAO Cheung-kong, Martin (LegCo internal reference no.: 8)

Reply:

- (1) To support the establishment of the Hong Kong Institute of Information Technology, the Vocational Training Council (VTC) will adjust accordingly the numbers of intake places of information technology programmes in the 2024/25 academic year. The number of intake places of pre-employment programmes will increase from 1 850 to around 2 400 (representing a 30% rise), and that of in-service training will increase from 2 698 to around 3 930 (representing a 46% rise).

- (2) To support VTC students' development in the Greater Bay Area (GBA), VTC has been proactively collaborating with government departments and organisations in the Mainland. VTC signed memoranda of understanding (MoU) with the Department of Education and the Human Resources and Social Security Department of Guangdong Province in August and October 2023 respectively, with a view to supporting the exchanges and collaboration among vocational institutions in the Guangdong Province and Hong Kong.

At present, VTC has signed MoU with some 30 institutions and organisations in GBA to support student exchanges between Hong Kong and the regions concerned. In particular, VTC formed the Greater Bay Area Student Exchange Alliance (GBASEA) with Shenzhen Polytechnic University, Zhongshan Polytechnic and Guangzhou Huashang Vocational College. To play an active role as the super-connector between vocational institutions in the Mainland and overseas counterparts, VTC organised the Greater Bay Area International Youth Skills Competition in November 2023 and invited international partner institutions to participate. In addition, VTC is proactively expanding GBASEA by inviting more higher vocational and technical schools in Guangdong Province to become members.

Furthermore, starting from the 2023-24 financial year, the Education Bureau has provided VTC with a funding totalling \$10 million for 5 years to implement a short-term learning programme titled "GBA Explorer Trip". It is expected to benefit about 6 000 students of VTC's higher diploma and diploma programmes. The learning programme covers, inter alia, national education, seminars on the latest developments in the Mainland, industry-specific learning activities, visits to enterprises and cultural experiential activities, with a view to enhancing students' overall understanding of the development of GBA as well as the study and employment opportunities therein. As at February 2024, nearly 1 100 VTC students participated in the GBA Explorer Trip.

(3) **The Pilot Incentive Scheme to Employers**

Since the launch of the Pilot Incentive Scheme to Employers (PISE) in the 2019/20 academic year, VTC has been reviewing its effectiveness. A survey conducted by VTC in 2023 indicated that around 90% of employer respondents and 80% of trainee respondents generally agreed that workplace assessment yielded positive outcomes. Employers were of the view that making direct assessment in the workplace allowed them to understand trainees' competencies and learning progress, so that they could make adjustments to the training content to elevate trainees' performance. Trainees also considered that workplace assessment enabled them to gain a better grasp of relevant industry standards and to improve and enhance their workplace competencies. VTC has been proactively supporting participating employers to conduct workplace assessment by deploying staff to offer assistance as well as providing training workshops and assessment handbooks, so as to ensure that employers meet the workplace assessment requirements. Subject teachers also provide support for trainees in their workplace learning and assessment by explaining the key points of the assessment and teaching trainees how to submit assignments via online platforms. VTC will continue its efforts to incorporate programmes of different industries into the Training and Support Scheme and introduce PISE into these programmes, and continuously review the effectiveness of the scheme and explore plans for further enhancement.

The Pilot Subsidy Scheme for Students of Professional Part-time Programmes

The Government has implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme) to provide a tuition fee subsidy for practitioners admitted to designated professional part-time programmes offered by VTC in the disciplines of construction, engineering and technology from the 2016/17 academic year. To encourage talent in the creative industry to pursue higher qualifications and enhance their competitiveness, the Government has continued implementing the Pilot Subsidy Scheme with an additional funding of \$234 million in the 2019/20 academic year and the scope expanded to cover creative industry programmes offered by VTC.

VTC has completed the review of the Pilot Subsidy Scheme. In light of the keen demand for medical services in the community, VTC has recommended the Government to further expand the scope of the Pilot Subsidy Scheme to cover the academic discipline of health and life sciences, in order to nurture more talent for the medical and healthcare sector, and enhance the professional skills of practitioners in the sector. The Government has accepted the recommendation, and VTC is actively making preparation for this initiative that has been planned for implementation in the 2024/25 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 0185)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that a start-up fund of \$100 million will be set aside to support self-financing post-secondary institutions in forming an alliance of universities in applied sciences for joint publicity and promotion of vocational and professional education and training (VPET), with a view to enhancing the recognition of VPET. In this connection, will the Government advise this Committee of –

- (1) the operation period that the start-up fund is expected to support and whether any target has been set for the number of institutions joining the alliance;
- (2) the specific content that will be included in the relevant publicity and promotion, and whether the mode of operation will be determined by institutions or require vetting and approval by the Government; and
- (3) whether a post-secondary institution that has not developed into a university can join the alliance; if yes, what are the details?

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 24)

Reply:

(1) to (3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB133

(Question Serial No. 0186)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

According to the Matters Requiring Special Attention in 2024-25, the Government will enhance Hong Kong's development as an international education hub and continue to implement the Pilot Project on the Development of Applied Degree Programmes. In this connection, please advise this Committee of the following –

- (1) Regarding the development of an international education hub, what targeted measures will be implemented to attract more renowned institutions to operate in Hong Kong or encourage them to offer more joint programmes in collaboration with local institutions?
- (2) 2 rounds of the Pilot Project on the Development of Applied Degree Programmes have been launched since its inception, with 4 degree programmes selected in each round. The satisfactory enrolment rates reflect a great demand for vocational and professional education and training. For example, in the first round of the Pilot Project, the enrolment rate of the nursing programme was 100%, and the enrolment rates of the other 3 programmes also increased by 50% to 100%. Will a wider range of academic disciplines be covered and student intake be expanded so as to nurture a diverse talent pool? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 25)

Reply:

- (1) Hong Kong's post-secondary education is highly internationalised and diversified. Hong Kong is acclaimed to be the only city with 5 universities in the world's top 100. Dovetailing with the national strategy of building a leading country in education, the Chief Executive put emphasis on developing Hong Kong into an international hub for post-secondary education in last year's Policy Address. Relevant initiatives include –
 - (a) Starting from the 2024/25 academic year, the admission quota of non-local students to Government-funded post-secondary institutions will be doubled to 40%;

- (b) Starting from the 2024/25 academic year, the quota of the Belt and Road Scholarship will be increased by 50%, and the quota of the Hong Kong PhD Fellowship Scheme will be increased gradually to 400 places per academic year. The Government will also continue to implement the Hong Kong Scholarship for Excellence Scheme;
- (c) University Grants Committee (UGC)-funded universities will continue to take forward a number of hostel projects, which will cumulatively provide about 13 500 additional hostel places by 2027;
- (d) The Government will strive to develop the Northern Metropolis University Town where post-secondary institutions are encouraged to strengthen co-operation with renowned Mainland and overseas institutions, and create synergy by sharing resources and enhancing collaboration with the industry sector; and
- (e) Starting from the 2023/24 academic year, UGC will inject \$100 million into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience.

In addition, the Education Bureau and UGC are stepping up efforts to promote the advantages and unique features of Hong Kong's post-secondary education. For example, in collaboration with the Heads of Universities Committee's Standing Committee on Internationalisation jointly formed by the 8 UGC-funded universities, we strengthen the promotion of the advantages of Hong Kong's post-secondary education under the "Study in Hong Kong" brand in the Mainland and overseas through optimal utilisation of the additional funding provided by UGC in the 2022-25 triennium, with a view to attracting more students from all over the world to pursue further studies in Hong Kong.

- (2) The Government launched the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in December 2020 to gain experience for the long-term development of applied degree programmes that have an applied focus blending theory and practice. Drawing reference from the successful experience of the two rounds of the Pilot Project, we plan to provide additional support for applied degree programmes through the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of \$5,000 (for non-laboratory-based applied degree programmes) and \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone the relevant accreditation. In the 2024/25 academic year, each of the students concerned may receive subsidies up to \$50,810 or \$87,770. We will also enhance the relevant mechanism to allow relevant institutions under SSSDP to make a one-off tuition fee adjustment after the completion of the accreditation for applied degree programmes so that the enhanced cost structure of developing and operating applied degree programmes can be reflected. It is expected that around 2 500 eligible full-time students enrolling in the eight applied degree programmes offered by the four self-financing post-secondary institutions will

be benefitted in the 2024/25 academic year. The estimated additional expenditure for 2024-25 is around \$20 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 0445)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In Matters Requiring Special Attention in 2024-25, the Government states that it will enhance the professionalism of teachers and principals by various measures including developing “a variety of learning and teaching resources for promoting national education and facilitating accurate and more comprehensive understanding of our Country”. However, the provision for 2024-25 under this Programme is \$1.5895 billion, which is considerably lower than the revised provision for 2023-24 by 30.4%. In this connection, will the Government inform this Committee of –

- (a) the manpower and resources allocated for 2023-24 and 2024-25 in developing learning and teaching resources for promoting national education; and
- (b) list of learning and teaching resources for promoting national education developed in 2022 and 2023?

Asked by: Hon LOONG Hon-biu, Louis (LegCo internal reference no.: 27)

Reply:

(a) and (b)

The Education Bureau (EDB) has been supporting schools in strengthening national education through adopting the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation”. In 2021, EDB launched an online resources platform “National Education One-stop Portal” (<http://www.edb.gov.hk/en/neosp>). The platform consists of dedicated pages for teachers and students respectively, which covers learning and teaching resources of different themes such as Constitution and Basic Law education and national security education (NSE), national symbols and signs, Chinese history and Chinese culture, as well as museum learning. During 2022 to 2024, EDB has been developing and enriching a variety of learning and teaching resources. Examples of the learning and teaching resources include resources on the Constitution of the People’s Republic of China, the theme-based resources webpage “Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem”, NSE Online Learning Platform,

NSE Exhibition Boards, “Chinese Civilisation – National Education and National Security Education Learning and Teaching Resources” for primary and secondary schools, Constitution and Basic Law Online Learning Course for Upper Primary and Junior Secondary Students, “Little National Affairs Experts” Interactive Quiz Game Resource Pack, “Chinese Virtues from Ancient to Modern Times – Traditional Virtues and Positive Values Learning Resource Package” and online games. The learning and teaching resources facilitate an accurate and a more comprehensive understanding of our country among students and foster in them a sense of national identity and an awareness of safeguarding national security.

In support of the learning and teaching of different subject curricula, EDB has been providing teachers and students with relevant learning and teaching resources to support teachers in the development of school-based materials, self-learning materials for students, learning materials of school-based competitions, etc. Examples of the newly-developed resources since 2022 are set out as follows –

- For geography, EDB has produced 11 audiobooks on “Learning and Teaching Series on Geography of China” and established the Geography Online Game Platform for Understanding Our Motherland, enabling students to grasp the fundamental knowledge of national geography more easily through animations and online games. EDB has also developed a series of 3 Augmented Reality thematic maps of China, helping students deepen their understanding of national geography with the use of information technology.
- For Chinese history, EDB has developed resource packages, such as the Teaching the History of the War of Resistance resource package, “‘Think and Innovate’ Chinese History Learning and Teaching Resource Pack” and the Multimedia Resource Kit on “General History of China”. To promote “artefact education”, EDB has introduced an animation resource kit entitled 《趣看中史@文物》 (Chinese only), 2 sets of resource booklets entitled “The Stories Within: Teaching Chinese History Through Objects” and “The Stories Behind: Teaching Chinese History Through Objects” developed in collaboration with the Hong Kong Palace Museum to tie in with the Chinese History curriculum and museum exhibits, as well as the audio picture book entitled “Song Wong Toi and Hong Kong in the Past”, which enables teachers and students to experience the appeal of artefacts and the splendour and greatness of Chinese civilisation.
- EDB has also developed learning and teaching resources on the theme of the Belt and Road Initiative for teachers’ reference and use in class.
- For arts education, EDB has introduced a music education video and a learning and teaching resource kit on “Chinese Art Songs Appreciation – Dajiangdongqu”, so as to deepen students’ understanding of the features of Chinese art songs. Besides, online learning resources on visual arts are provided for teachers and students to enhance their understanding of the use of colours in Chinese paintings and handicrafts.

Meanwhile, EDB distributed to schools various quality learning and teaching resources on national education as supplementary teaching resources for teachers’ reference in 2022 and 2023. Examples of these resources include copies of President Xi Jinping’s “Address at the Meeting Celebrating the 25th Anniversary of Hong Kong’s Return to the Motherland and the Inaugural Ceremony of the Sixth-term Government of the Hong Kong Special Administrative

Region”, 《總體國家安全觀學習綱要》(Chinese only) collated and compiled by 中共中央宣傳部 and 中央國家安全委員會辦公室 (Chinese only), and the “‘National Security Law’ Legal Forum – Thrive with Security (28 May 2022) Proceedings” published by the Department of Justice. Furthermore, EDB and the Security Bureau also distributed complimentary copies of a picture book entitled 《我們的國家, 我們的安全》(Chinese only), compiled by Research Institute of National Security Law of the University of International Relations with Professor Bi Yanying, Dean of the Department of Law of the University of International Relations, as the Executive Editor.

The manpower resources, expenditure and estimated expenditure involved for the provision of learning and teaching resources to schools in the promotion of national education are subsumed under EDB’s recurrent expenditure, and a breakdown is not available.

As for Programme (6) “Other Educational Services and Subsidies”, it covers various areas such as training of teachers and gifted education apart from national education. The provision under the Programme for 2024-25 is \$1.5895 billion, which is \$693.9 million (30.4%) lower than the revised provision for 2023-24. This is mainly due to the complete injection of an additional \$600 million into the Gifted Education Fund in 2023-24.

- End -

CONTROLLING OFFICER'S REPLY

EDB135

(Question Serial No. 0448)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

In Matters Requiring Special Attention in 2024-25, it is stated that the Vocational Training Council will “continue to implement the Pilot VPET Diploma for senior secondary school students to promote VPET as a preferred option at an early stage”. In this connection, will the Government inform this Committee of:

- (a) the number of secondary students enrolled in the courses of this pilot programme in 2023/24 academic year; and
- (b) the manpower and resources allocated for 2024-25 to this pilot programme?

Asked by: Hon LOONG Hon-biu, Louis (LegCo internal reference no.: 28)

Reply:

- (a) In the 2023/24 academic year, VTC launched a pilot project on Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) in secondary schools, allowing senior secondary school students to pursue vocational and professional education and training (VPET)-related programmes embedded in the Hong Kong Diploma of Secondary Education (HKDSE) curriculum. Upon graduation, students will be awarded a DVE(SSC) at Qualifications Framework Level 3, alongside their HKDSE qualification. The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. The pilot project in the 2023/24 academic year covers two subject areas, namely “Hospitality” and “Information Technology”, and a total of 51 students from 3 secondary schools enrolled in these programmes. The expenditures for the three academic years (i.e. from the 2023/24 to 2025/26 school years) are about \$1.32 million.

- (b) VTC is making preparations for the arrangements of the 2024/25 academic year. In addition to the aforesaid 3 secondary schools, VTC will also consider expanding the pilot project to other interested secondary schools. VTC will deploy appropriate manpower and resources for the implementation of the project, taking in account factors such as the number of participating schools and students as well as subject choices.

- End -

CONTROLLING OFFICER'S REPLY

EDB136

(Question Serial No. 1690)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the financial provision for Secondary Education, the provision for the government sector has increased from \$1.883 billion in 2022-23 to \$2.115 billion in 2024-25. In this connection, please advise this Committee of the following –

- (a) What are the major areas in which the provision has continuously increased?
- (b) Has the Government compiled any detailed statistics on the increase in provision for government secondary schools in the past 5 years?
- (c) Has the Government reviewed or evaluated the effectiveness of the increased provision?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 23)

Reply:

(a) and (c)

Under Programme (4) Secondary Education, the 2024-25 estimate of the financial provision for the government sector is \$232.1 million (12.3%) higher than the actual expenditure in 2022-23. This is mainly due to the increase (of about \$140 million) in personal emoluments and personnel related expenses arising from the 2023 civil service pay adjustment and the filling of vacancies, as well as the increase (of about \$90 million) in grants to schools and operational expenses related to the gradual resumption of whole-day face-to-face classes in 2023. Schools must comply with relevant rules in the use of public funds to ensure the proper use of resources, and should review work progress and evaluate effectiveness from time to time. The Education Bureau will continue to monitor school operations and assess the effectiveness.

(b) The actual expenditures/estimates for government secondary schools in 2020-21 to 2024-25 are tabulated below –

	2020-21	2021-22	2022-23	2023-24	2024-25
	Actual	Actual	Actual	Revised	Estimate
	(\$ million)	(\$ million)	(\$ million)	Estimate	Estimate
	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
Personal emoluments and personnel related expenses	1,502	1,517	1,540	1,608	1,680
Other recurrent expenditures	289	315	338	409	423
Non-recurrent and capital expenditures (e.g. minor plant and equipment)	4	9	5	11	12
	1,795	1,841	1,883	2,028	2,115

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 1691)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is indicated under Matters Requiring Special Attention that during 2024-25, the Education Bureau (EDB) will collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications and continue to implement measures to enhance Hong Kong's development as an international education hub. In this connection, will the Government advise this Committee of –

- (a) the specific progress made in the mutual recognition of sub-degree programmes with the Mainland and the number of programmes involved; and
- (b) the specific measures taken by EDB to promote Hong Kong's development as an international education hub, the amount of provision allocated for achieving this goal, and its percentage in the total provision under Post-secondary, Vocational and Professional Education?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 24)

Reply:

- (a) The Hong Kong Special Administrative Region Government has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications in a bid to expand the vocational and professional talent pool of Hong Kong, create strong impetus for growth for Hong Kong, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. In the first half of 2023, the Education Bureau (EDB) completed the Review of Sub-degree Education to more sharply differentiate vocational and professional education and training (VPET) and academic pathways, and to enhance the positioning of VPET at sub-degree level. The updated programme guidelines were promulgated in July 2023. We also made a study visit to Guangdong Province in November 2023 and met with the relevant Mainland authority and institutions offering higher vocational education. We are proactively following up the mutual recognition of sub-degree level qualifications with the relevant

Mainland authorities and are exploring the trial implementation of mutual recognition on a pilot basis. Details will be announced in due course.

- (b) Hong Kong's post-secondary education is highly internationalised and diversified. Hong Kong is acclaimed to be the only city with 5 universities in the world's top 100. Dovetailing with the national strategy of building a leading country in education, the Chief Executive put emphasis on developing Hong Kong into an international hub for post-secondary education in last year's Policy Address. Relevant initiatives include –
- (i) Starting from the 2024/25 academic year, the admission quota of non-local students to Government-funded post-secondary institutions will be doubled to 40%;
 - (ii) Starting from the 2024/25 academic year, the quota of the Belt and Road (B&R) Scholarship will be increased by 50%, and the quota of the Hong Kong PhD Fellowship Scheme will be increased gradually to 400 places per academic year. The Government will also continue to implement the Hong Kong Scholarship for Excellence Scheme;
 - (iii) University Grants Committee (UGC)-funded universities will continue to take forward a number of hostel projects, which will cumulatively provide about 13 500 additional hostel places by 2027;
 - (iv) The Government will strive to develop the Northern Metropolis University Town where post-secondary institutions are encouraged to strengthen co-operation with renowned Mainland and overseas institutions, and create synergy by sharing resources and enhancing collaboration with the industry sector; and
 - (v) Starting from the 2023/24 academic year, UGC will inject \$100 million into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience.

In February this year, the Finance Committee of the Legislative Council approved the injection of \$1 billion into the HKSAR Government Scholarship Fund with a view to generating additional investment income for funding the increase in the annual quota of the B&R Scholarship. With the exception of this initiative, the manpower and expenditure involved in the implementation of the above schemes/projects are subsumed under the establishment and the general departmental expenses of EDB/UGC.

- End -

CONTROLLING OFFICER'S REPLY

EDB138

(Question Serial No. 2657)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 196 of the 2024-25 Budget Speech that the Government has set aside a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences (the alliance) for joint publicity and promotion of VPET, and raise the status of VPET among parents, students and society in general. In this connection, will the Government advise this Committee of –

- (1) the specific planning for the use of the fund;
- (2) whether the start-up fund will be disbursed by instalments or as a one-off payment; and
- (3) whether the funding application is made on the basis of individual self-financing institutions; or whether the fund will be disbursed to the Alliance first for subsequent allocation to institutions?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 1)

Reply:

(1) to (3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS

in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a one-off start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB139

(Question Serial No. 2658)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

There is a 3.9% increase in the 2024-25 estimate under Primary Education. In this connection, will the Government advise this Committee of the following –

- (1) the specific projects under Primary Education to which the 3.9% increase for 2024-25 will be allocated; and
- (2) the expenditure for each of these projects (in the form of a table)?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 2)

Reply:

(1) and (2)

The 2024-25 estimate under Programme (3) Primary Education is \$962.7 million (3.9%) higher than the 2023-24 original estimate. This is mainly due to the increased salaries grant based on the 2023 pay adjustment as well as the increased provision for relevant grants arising from the upward movement of the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY

EDB140

(Question Serial No. 2659)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

As stated in paragraph 14, the Education Bureau (EDB) will implement Primary Science subject and Primary Humanities subject starting from the 2025/26 school year. Relevant curriculum frameworks have already been announced and are being implemented in full steam. In this connection, will the Government please advise this Committee of –

- (1) (a) the amount of funding set aside by EDB for the implementation of Primary Science subject; (b) the planned use of the funding; (c) the staff establishment involved, and (d) the latest progress thereof; and
- (2) (a) the amount of funding set aside by EDB for the introduction of Primary Humanities subject; (b) the planned use of the funding; (c) the staff establishment involved, and (d) the latest progress thereof?

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

Reply:

(1) and (2)

Starting from the 2025/26 school year, all primary schools in Hong Kong will be required to implement the subjects of Primary Science and Primary Humanities at Primary 1 and Primary 4, and have it extended to all levels in the 2027/28 school year.

Primary Science

EDB has earmarked a total of about \$200 million and provided each publicly-funded primary school with a one-off grant of \$350,000 in March this year to support schools in kick-starting Primary Science. Schools may, in accordance with their school context and development needs, deploy the grant to procure learning and teaching (L&T) resources, upgrade facilities and equipment, and support teachers' professional development. EDB will also provide a series of support measures to schools and teachers, including professional training for teachers, teacher networking events, and curriculum resources, to assist schools in implementing the Primary Science curriculum.

As for training, EDB sets up the “Training Base for Primary Science Teachers” to systematically organise a series of diversified and comprehensive teacher training programmes for in-service primary teachers. We will reserve enough places to ensure that each school has a sufficient number of subject panel heads and teachers, who have completed the systematic training, to teach the subject. The training programmes which will be launched in early 2024, include the “Certificate in Professional Training for Primary Science Teachers (30 hours)” programme and the “Certificate in Professional Training on Primary Science Curriculum Leadership (15 hours)” programme. The 30-hour teacher training programme enables teachers to master engaging and lively science teaching methods, and implement the scientific inquiry activities recommended in the Primary Science curriculum within classroom contexts, to enhance teachers’ confidence and capabilities to teach Primary Science. As for the 15-hour curriculum leadership programme, it aims at assisting Primary Science subject panel heads or level coordinators in planning for introduction of Primary Science.

Currently, many schools have good experiences in the implementation of science education at the primary level that are worth sharing and learning from. EDB will set up the “Primary Science Education Learning Circle” in the 2024/25 school year to organise regular networking events, including experience sharing sessions, demonstration lessons and workshops to strengthen professional exchanges among schools.

As for curriculum resources, EDB has been progressively launching various curriculum resources starting from the 2023/24 school year, including L&T resources on scientific inquiry activities, “Primary Science Online Learning Platform”, “Safety Handbook for Primary Science”, for schools’ reference and use.

Primary Humanities

The Primary Humanities curriculum to be implemented is developed based on the current General Studies curriculum. Most of the content is reorganised based on the existing topics of General Studies with enriched elements of Chinese culture, national history and national geography. The enrichment aims to keep pace with the times and systematically cultivate students’ sense of belonging to our country, national sentiments and sense of national identity.

EDB continuously provides support to schools in preparing for their implementation of the new curriculum in various ways, including the provision of diversified teacher training courses and L&T resources. From the 2023/24 school year onwards, EDB will provide professional training courses to offer approximately 4 000 places every year. The courses will cover contents on curriculum planning and management, national security education, the latest development of our country, national history and Chinese culture, among others, to support teachers in the teaching of Primary Humanities.

Since January 2024, EDB has been continuously providing new L&T resources covering various enriched contents in the Primary Humanities curriculum, such as Chinese traditional culture, national history, national geography, sex education, financial education, and sustainable development education. As most of the Primary Humanities curriculum is based on General Studies curriculum, past and current teacher training courses as well as L&T resources provided for General Studies teachers are still applicable to Primary Humanities. In addition, EDB has set up and launched the Primary Humanities Learning Circle in the

2023/24 school year. Activities such as experience exchange and open lessons, experience sharing sessions have been organised to strengthen professional exchange among Primary Humanities teachers and broaden their professional horizons, thereby promoting the dissemination of good practices among schools so as to cater for learner diversity.

The expenditure involved in supporting the promotion and implementation of Science and Humanities in primary schools (including special schools) is subsumed under the overall expenditure of EDB, a breakdown of the expenditure in this regard is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB141

(Question Serial No. 2660)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 17 that the subsidies for the English Schools Foundation are being phased out over a span of 13 years starting from the 2016/17 school year. In this connection, will the Government advise this Committee of the following –

1. What is the amount of the subsidies being phased out each year?
2. What is the impact of the phasing out of the subsidies on students and teachers?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 4)

Reply:

The recurrent subvention provided by the Government to the mainstream primary and secondary schools of the English Schools Foundation (ESF) is being phased out over a span of 13 years at an average amount of \$19.2 million per year starting from the 2016/17 school year until the 2028/29 school year. Students already admitted to ESF schools prior to the phasing out of the subsidies will not be affected.

- End -

CONTROLLING OFFICER'S REPLY

EDB142

(Question Serial No. 2661)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As indicated in paragraph 196 of the 2024-25 Budget, the Government has also set aside a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences. In this connection, will the Government advise this Committee of the following –

- (a) the areas to which the additional funding of \$100 million will be allocated (with a tabulated breakdown);
- (b) the publicity expenses involved;
- (c) the means of publicity (with a tabulated breakdown); and
- (d) the original intention of the policy decision.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 5)

Reply:

(a) to (d)

As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of universities of applied sciences (the alliance) within 2024. The initiative aims to provide financial and related supports to take forward the policy, as announced by the Chief Executive in the 2023 Policy Address, to facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

We announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB143

(Question Serial No. 2662)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The expenditure under Special Education is 2.9% higher than the 2023-24 original estimate. In this connection, will the Government advise this Committee of the following –

- (1) Regarding the increase, (a) what are the expenditure items involved; and (b) what are the respective amounts of increases (in the form of a table)?

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

Reply:

The 2024-25 estimate of expenditure under Programme (5) Special Education is \$108.1 million (2.9%) higher than the 2023-24 original estimate. This is mainly due to the increased salaries grant based on the 2023 pay adjustment, enhancing the staff provision of resource teachers for students comorbid with autism spectrum disorder in aided special schools and extending it to schools for social development, as well as the increased provision for relevant grants arising from the upward movement of the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY**EDB144****(Question Serial No. 2663)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Every year, numerous sister school pairs are formed between schools in Hong Kong and the Mainland; while a local school can pair up with more than a dozen of Mainland schools as sister schools concurrently. In this connection, will the Government advise this Committee of the following –

1. the respective expenditures incurred from the formation of sister school pairs by schools in Hong Kong over the past 3 years (in table form); and
2. the respective numbers of sister school pairs formed by schools in Hong Kong over the past 3 years (in table form)?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 7)Reply:

1. and 2.

According to the information submitted by schools, the numbers of local public sector and Direct Subsidy Scheme schools (including special schools) that have formed sister school pairs and the numbers of sister school pairs formed over the past 3 years (as of March of the years concerned) are set out in the table below –

Date (As of)	No. of local schools that have formed sister school pairs	No. of sister school pairs
March 2022	742	2 018
March 2023	848	2 349
March 2024	932	2 816

Starting from the 2018/19 school year, the Education Bureau (EDB) has been providing the above local schools with a recurrent grant, the amount of which is set at about \$163,000 per school for the 2023/24 school year. The total numbers of schools provided with the grant

from EDB and the expenditures involved over the past 3 years, broken down by school year, are set out in the table below –

School year	Total no. of schools applied for and provided with the grant*	Expenditure of the grant (\$ million)
2020/21	665	103.72
2021/22	727	112.83
2022/23	830	129.31

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

- End -

CONTROLLING OFFICER'S REPLY

EDB145

(Question Serial No. 2664)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

In November last year, the Vocational Training Council (VTC) announced the establishment of the Hong Kong Institute of Information Technology (HKIIT). It is also mentioned in paragraph 42 of the Estimates that the new member institute of VTC, namely HKIIT, will provide dedicated pre-employment and in-service training for the information technology sector. In this connection, will the Government advise this Committee of the following –

- (1) What is the amount of provision required for the establishment of HKIIT?
- (2) VTC is required to return surpluses, if any, to the Government each year. What are the surpluses and deficits of VTC in the past 3 years? Please set out the figures in the form of a table.
- (3) Currently, how many academic disciplines have been developed by HKIIT? What is the estimated number of new academic disciplines to be developed in the 2024/25 academic year and what is the expenditure involved?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 8)

Reply:

- (1) The initial costs involved in the establishment of HKIIT are borne by VTC, mainly covering the improvement in part of the existing academic building and the provision of new IT teaching facilities, including the Cybersecurity Centre, the AI & Big Data Centre, and the Digital Innovation Co-creation Centre, to enable early operation of the campus.
- (2) According to the “Memorandum of Administrative Arrangements” signed between VTC and the Government, VTC may keep as reserves any savings from its annual block grant for implementing new initiatives and supporting its institutional development, but the level of these reserves shall not exceed 15% of its annual block grant in the current financial year. In the past 3 years, VTC’s reserves did not exceed the aforesaid limit.

- (3) In the 2024/25 academic year, HKIIT will offer a total of 21 full-time higher diploma, diploma, and part-time higher diploma programmes, 3 of which are new programmes. In addition to these pre-employment training programmes, HKIIT also provides over 90 in-service training programmes on information technology for the sector. Since the expenditures involved in offering the related programmes by HKIIT are subsumed under the overall account of VTC, a breakdown of the figures is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 2665)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As mentioned in paper no. CB(4)246/2024(05) of the Legislative Council Panel on Education, ordinary primary and secondary schools serving as base schools of the School-based Educational Psychology Service will be provided with the one-off Grant for Purchase of e-Assessment Tools Grant (the Grant) of \$80,000 in March 2024 for procuring new electronic assessment tools and related equipment. Details will be announced in due course. Meanwhile, according to the 2024-25 Estimates of Expenditure, the 2024-25 estimates under Primary Education and Secondary Education are 3.9% and 2.8% higher, respectively, than the 2023-24 original estimates. In this connection, will the Government advise this Committee of the following –

1. What is the total expenditure involved in the Grant?
2. As most schools have already purchased a significant number of iPads for the convenience of online classes during the epidemic, is there a possibility of duplication of items procured with the Grant? Given the fiscal deficit, can the iPads purchased previously be utilised more effectively to save public funds?
3. Will the Education Bureau provide a list of electronic assessment tools and related equipment that schools can procure with the Grant?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 9)

Reply:

(1) and (2)

To enhance the effectiveness and efficiency of assessment services provided by educational psychologists (EPs) for students with learning and/or adjustment difficulties, the Education Bureau (EDB) is providing a one-off Grant for Purchase of e-Assessment Tools (the Grant) for base schools of the School-based Educational Psychology Service (SBEPS base schools) in March 2024. The Grant aims to support the acquisition of professional e-assessment tools

and related devices, enabling EPs to analyse students' capabilities, strengths and weaknesses more effectively according to students' and school-based needs. By utilising the reliable data and information obtained from the e-assessment system, EPs can provide more concrete advice for schools and parents on supporting individual or specific groups of students, measure the effectiveness of the support provided, and strengthen the support for students' learning, emotional or behavioural adjustment. The total expenditure involved in providing the Grant to ordinary primary and secondary schools is \$8.72 million.

In terms of uses and beneficiaries, the Grant differs from the funding programme through which schools were subsidised to purchase mobile computing devices for loan to needy students. Under the impact of the COVID-19 epidemic, the blended mode of learning, which features face-to-face classes alongside e-learning or other modes of learning at home, has become the "new normal" in teaching and learning. To support schools in implementing the blended mode of learning and teaching, the Quality Education Fund has implemented a funding programme starting from the 2021/22 school year, subsidising schools to purchase mobile computing devices for loan to needy students so that they have equal opportunities in accessing e-learning. As for the Grant, it is for supporting SBEPS base schools to acquire professional e-assessment tools and related devices, facilitating accurate assessments of students in need, thereby enhancing the work efficacy and efficiency of EPs.

(3)

Given the diverse needs of schools and students, the types of professional assessment tools used may vary among school-based EPs. To allow for more flexibility for schools in using the Grant, EDB will not specify the assessment tools to be purchased by schools. School-based EPs will exercise their professional judgement in selecting appropriate professional assessment tools that meet the needs of the schools and students they serve. Schools may contact EDB for professional advice if they have any queries regarding the selection of assessment tools.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 2666)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Paragraph 42 of the Estimates that the Vocational Training Council (VTC) will continue to strengthen and deliver an inspiring STEAM education within VTC and across the local community in support of the Government's policy to promote STEAM education and to enhance the development of Hong Kong. In this connection, please advise this Committee of the following –

- (1) How much provision has been earmarked by VTC for strengthening and delivering STEAM education across the local community?
- (2) Will VTC deliver STEAM education on a trial and phased basis to assess its suitability?
- (3) Please explain specifically VTC's approach to strengthen and deliver STEAM education.
- (4) Will VTC's STEAM education venue be used as Community Living Room?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 10)

Reply:

(1) to (4)

The Vocational Training Council (VTC) will, in pursuance of the Government's policy to promote STEAM education, continue to deliver an inspiring STEAM education to enhance the development of Hong Kong. VTC established the VTC STEM Education Centre in 2017 (which was renamed as the VTC STEAM Education Centre in 2023 with the inclusion of arts elements) and the Smart City Innovation Centre in 2021, providing its students with industry-related innovation and technology (I&T) knowledge and a cross-disciplinary learning platform, where the latest I&T knowledge is integrated into its pedagogy in order to cultivate future I&T talent. Specifically, teaching and learning of I&T related subjects are strengthened through various kinds of technology applications and advanced education facilities (including the use of artificial intelligence (AI), virtual reality (VR) and augmented reality (AR) technologies), and students are provided with simulated workplace training.

These technologies are applied in different programmes, such as elevator maintenance, airport facility operation, aircraft maintenance, automotive engineering, arboriculture and sports technology, to enhance the effectiveness of teaching and learning. Furthermore, these centres organised various kinds of workshops and large-scale competitions (such as the STEM Challenge Cup in May 2023) to cultivate primary and secondary students' interests in relevant subjects.

To strengthen the promotion of STEAM education, VTC has been actively providing new diversified programmes through its Hong Kong Design Institute and Hong Kong Institute of Vocational Education. These programmes, being part of its ongoing effort to promote the development of relevant areas, include the Higher Diploma in Arts Technology introduced in the 2022/23 academic year and the Higher Diploma in Computer and Data Engineering to be launched in the 2024/25 academic year. In future, VTC will continue to foster cross-disciplinary collaboration in line with the STEAM education policy. Since the above projects are part of the regular work of VTC and the expenditure involved is subsumed under the overall account, a breakdown of the related expenditure is not available.

Currently, the aforementioned centres for STEAM education cater primarily to VTC students and have not been hired for use by the wider community. Nonetheless, these centres have been actively engaged in community activities aimed at promoting STEAM education. For example, in August 2023, a basketball camp was organised in collaboration with social welfare organisations as part of the Strive and Rise Programme. During the camp, AI technologies were used to analyse the shooting stance of participants to improve their basketball skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB148

(Question Serial No. 2667)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

In the table of Analysis of Financial Provision, the revised expenditure on pre-primary education for 2023-24 is \$553.6 million higher than the original estimate. In this connection, will the Government advise this Committee of the following –

1. What is the specific breakdown of the portion of expenditure, i.e. \$553.6 million, that exceeded the original estimate?
2. Is this portion of expenditure included in the estimated expenditure for 2024-25?
3. Is the increase in expenditure related to the provision of the “Relief Grant for Appointment of Kindergarten Supply Teachers” (Relief Grant)? If yes, how much of the expenditure for 2024-25 will be allocated to the Relief Grant?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 11)

Reply:

1. to 3.

The revised estimate under Programme (2) Pre-primary Education for 2023-24 is around \$553.6 million higher than the original estimate. This is mainly due to the provision of two additional one-off grants by the Education Bureau in March 2024 for kindergartens (KGs) joining the Kindergarten Education Scheme (Scheme-KGs), namely, the Enhanced Grant for Promotion of Chinese Art and Culture which aims to strengthen the support for KGs to organise more diversified school-based activities of Chinese culture, so as to further promote students' understanding and appreciation of Chinese culture from an early age, and cultivate in them a sense of national identity, as well as their sense of belonging, pride and affection for our country; and the Enhanced Professional Capacity Enhancement Grant which aims to further strengthen the capacity and professional development of teachers, foster collaboration with Mainland KGs, and enhance the quality of KG education. The total expenditure involved is around \$351 million. As for the rest of the increased expenditure of about

\$202.6 million, it is mainly attributable to the fact that the number of students studying in Scheme-KGs is higher than the original estimate as a result of the progressive resumption of normal travel between the Mainland and Hong Kong, and the class resumption of cross-boundary students in early 2023. Accordingly, the amounts of recurrent subsidies and related grants disbursed to Scheme-KGs are higher than expected, which mainly include the unit subsidy and the Grant for Support to Non-Chinese Speaking Students; while the Relief Grant for Appointment of Kindergarten Supply Teachers is not involved.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2671)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

According to the table setting out Details of Expenditure by Subhead, the 2024-25 estimate of the Curriculum Development Institute expenditure item under Other Charges is higher than the 2023-24 revised estimate by \$18.639 million. In this connection, will the Government advise this Committee of the following –

- (1) the specific items to which the increased expenditure will be injected, and the respective amount of injection (in tabulated form), and
- (2) whether the increased expenditure involve projects on curriculum development for Primary Humanities subject and Primary Science subject; as well as (a) the respective estimated expenditures of the 2 curricular items, and (b) the expenditure on textbook review?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 15)

Reply:

(1) to (2)

The 2024-25 estimate for the Curriculum Development Institute (CDI) is about \$18.64 million higher than the 2023-24 revised estimate. The increase in estimated expenditure is mainly used to cover salary, including pay adjustment, and fringe benefits for staff of the Curriculum Officer grade, as well as other recurrent operational expenses.

CDI comprises 18 sections in charge of different key learning areas/curricula/subjects, including various key learning areas (i.e. Chinese Language Education, English Language Education, Personal, Social and Humanities Education, Arts Education and Physical Education), Values Education, Citizenship and Social Development, General Studies and Primary Humanities. CDI is responsible for taking forward the ongoing renewal of the school curriculum and supporting schools in curriculum implementation, including preparing and drafting curriculum guides, developing curriculum resources, reviewing textbooks, providing teacher training programmes, conducting school curriculum visits, organising curriculum-related teacher and student activities, engaging and liaising with the education

sector and various stakeholders, as well as carrying out promotion and publicity work. Serving as the secretariat for the Curriculum Development Council and committees/working groups at various levels under its purview, CDI is also responsible for the planning, co-ordination and review of the primary and secondary education curricula and enhancing schools' assessment literacy.

With the change of time and rising societal expectations on the depth, breadth and quality of education, the workload of the CDI regarding the ongoing renewal of the curriculum and provision of professional support to schools and teachers is increasingly onerous, and the nature of work increasingly complex and diverse.

In the coming few years, EDB and CDI are committed to stepping up the promotion of patriotic education and the subject of Primary Humanities, among others.

EDB has continued to support schools in strengthening national education through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation”, with a view to promoting patriotic values and enhancing students' sense of national identity and appreciation for the richness and beauty of Chinese culture, thus fostering their self-awareness in safeguarding the security, sovereignty, and development interests of our nation. With the adoption of the Patriotic Education Law, the Chief Executive has stated in the 2023 Policy Address that patriotic education will be integrated into our education system. To align with the above initiative, enhancements should be made in such areas as curriculum resources, teacher training, student activities in relation to national education and national security education (NSE) in Hong Kong, as well as the various realms of patriotic education, including the Constitution, the Basic Law, national security, national history, culture and national affairs, national geography, national flag, national emblem, national anthem, and various subjects related to national education. As such, all sections within CDI will need to continue to stay committed in implementing various measures, with a view to helping students effectively learn national security, Chinese culture, as well as the history, geography, development and achievements of our country. CDI will organise diversified professional development programmes for primary and secondary teachers, such as on-site enrichment seminars on NSE for secondary school teachers, and provide teaching resources on national affairs and our country's history to primary and secondary schools regularly to holistically support schools in implementing national education. In light of this, CDI has increased the relevant estimate in 2024-25 to ensure sufficient manpower is available for the coming year for the continuous provision of professional and targeted support for schools.

In respect of Primary Humanities, EDB has released the Primary Humanities Curriculum Framework (Final Draft) in March 2024. All primary schools in Hong Kong are required to implement Primary Humanities in Primary 1 and 4 starting from the 2025/26 school year, and expand the implementation to all year levels in the 2027/28 school year. Starting from the 2023/24 school year, CDI will provide approximately 4 000 teachers professional training places every year, covering content such as curriculum planning and management, NSE, the latest development of our country, national history and Chinese culture. CDI will also continuously launch new learning and teaching resources to support teachers in teaching the Primary Humanities subject. The resources will cover various enrichment content under the Primary Humanities curriculum, such as traditional Chinese culture, national history, national geography, sex education, financial education and education for sustainable development.

An increase in budget may be required to meet the expenditure regarding the updating of such resources.

With regard to Primary Humanities textbooks, EDB will set up a textbook committee to formulate policies, procedures and rules in relation to textbook review. Internal textbook review panels consisting of members from relevant subject sections will be responsible for reviewing the submitted textbooks. Textbook review is part of EDB's regular and ongoing work and incurs no additional expenditure. Given that the increase in estimate for CDI is due to changes in expenditure involved in its various work areas, a breakdown of the increase in expenditure by individual work areas is not available.

As Primary Science is implemented by the Curriculum Support Division of EDB, the expenditure involved is not covered under CDI expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB150

(Question Serial No. 0819)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

One of the aims of the Education Bureau (EDB) under this programme is to promote national education, in which EDB will, among others, “offer opportunities for students to join Mainland exchange programmes and arrange professional exchange programmes for teachers.” Please advise this Committee of the expenditure on promoting national education in 2023-24, as well as the work undertaken and the effectiveness thereof. Please also advise on the specific work plans for 2024-25, as well as the estimated expenditure, manpower and key performance indicators thereof.

Asked by: Hon NG Kit-chong, Johnny (LegCo internal reference no.: 36)

Reply:

The Education Bureau (EDB) has been adopting a “multi-pronged and co-ordinated” approach, which include providing curriculum guides, developing learning and teaching resources, offering training for teachers, and organising life-wide learning activities for students to support schools in fostering national education (including national security education) within and beyond the classroom with whole-school involvement, strengthening students’ sense of national identity and national pride. Mainland exchange programmes for students and professional exchange among teachers are integral parts of the work on these fronts.

Mainland exchange programmes for students

EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. Mainland exchange programmes cover diverse themes, including history, culture, economy, science and technology, among others. With full resumption of normal travel between Hong Kong and the Mainland, EDB has resumed Mainland exchange programmes for students in the 2023/24 school year, and the responses from schools are positive. The numbers of students joining in Mainland exchange programmes from the 2023/24 to 2024/25 school years and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure/ Estimated Expenditure (\$ million) [@]
2023/24 ⁺	72 700	78.8
2024/25 ⁺⁺	108 900	115.0

[@] Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Provisional figures

⁺⁺ Estimated figures

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. According to the survey results submitted by schools, teachers and students gave highly positive feedback on CS Mainland study tours, and generally agreed that the tours could deepen students' understanding of the history and culture of our country and enhance their sense of national identity. In the 2022/23 and 2023/24 school years, the numbers of senior secondary students joining CS Mainland study tours and the expenditures involved are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure/ Estimated Expenditure (\$ million) [@]
2023/24 ⁺	52 300	82.6
2024/25 ⁺⁺	47 600	116.0

[@] Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Provisional figures

⁺⁺ Estimated figures

EDB has set indicators for the two aforementioned programmes, which include reserving adequate places for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages; and allowing all students taking the senior secondary CS subject to participate in a Mainland study tour.

Professional exchange among teachers

As mentioned in the Chief Executive's 2022 Policy Address, newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools would be required to participate in the Mainland study tours while in-service teachers will be offered more Mainland study opportunities to gain direct personal experience of the development of the country so as to strengthen their abilities to nurture students' sense of national identity. With full resumption of normal travel between Hong Kong and the Mainland in early 2023, EDB promptly kick-started relevant Mainland study tours to provide teachers with more opportunities to participate in training in the Mainland. As announced in the Chief Executive's 2023 Policy Address, EDB will strengthen co-operation with Mainland authorities and institutions to organise regular professional training programmes, exchanges and collaboration projects in the Mainland, with a target of organising about 45 Mainland study tours in the 2023/24 school year for about 5 000 newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools. Through direct personal observations and experiences, school visits and professional sharing with Mainland

teachers, as well as visits to enterprises and cultural sites, teachers can gain a deeper understanding of the latest development of the country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total. Participating teachers gave very positive feedback on the Mainland study tours and considered that the tours enabled them to have a deeper understanding of the Mainland's development in different aspects.

The expenditures involved in organising Mainland professional exchange activities for teachers are as follows –

School year	Expenditure (\$ million) [@]
2023/24 ⁺	39.4
2024/25 ⁺⁺	41.7

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

⁺ Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB151

(Question Serial No. 3266)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

According to Programme (3), the Education Bureau (EDB) will continue to support students' whole-person development in the coming year. EDB states that a review has been initiated and feedback is being gathered on the weighting of the Internal Assessments for Secondary School Places Allocation. What is the manpower and expenditure involved in the review, and the expected time when the review results will be available? Does EDB have any preliminary proposal in this regard? If yes, what are the details?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 33)

Reply:

The Chief Executive announced the introduction of Primary Science and Primary Humanities in the 2023 Policy Address. Starting from the 2025/26 school year, all primary schools in Hong Kong are required to implement Primary Science and Primary Humanities at Primary 1 and Primary 4, and progressively extend the arrangement to other class levels. General Studies for primary schools will be replaced accordingly with the implementation of the two subjects. The Education Bureau (EDB) is conducting a holistic review on the weighting of relevant subjects in the "Internal Assessments" (i.e. the school-based assessments in primary schools participating in the Secondary School Places Allocation System for determining the order of merit of their students), and collecting views of stakeholders for careful consideration. Details of the recommendations on the "Internal Assessments" will be announced in due course.

Since the staff establishment and expenditure involved in relevant work are subsumed under the recurrent expenditure of EDB, a separate breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB152

(Question Serial No. 1901)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As stated in paragraphs 195 and 196 of the Budget Speech, the Government will continue to foster industry-institution collaboration and diversified development to enhance vocational and professional education and training (VPET); has set aside some \$680 million to support the Vocational Training Council's (VTC) efforts; and has also set aside a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences (the alliance) for joint publicity and promotion of VPET, and raise the status of VPET among parents, students and society in general. In this connection, will the Government advise this Committee of the following –

- (1) It is learned that the Technological and Higher Education Institute of Hong Kong (THEi) under VTC has indicated that it is actively preparing for upgrading into a university of applied sciences. Will the Government closely follow up the work and progress of the upgrading of THEi in a bid to raise the status of VPET among parents, students and society in general and nurture for the benefit of Hong Kong more talent trained in applied technologies who can meet the demands of industries? If yes, what are the details? If no, what are the reasons?
- (2) As reflected by the education sector, institutions offering applied degree programmes are interested in joining the alliance for joint publicity and promotion of VPET. Has the Government drawn up any criteria and timetable of applying for the start-up fund? If yes, what are the details?

Asked by: Hon TAN Sunny (LegCo internal reference no.: 17)

Reply:

(1) and (2)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the

professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

Self-financing post-secondary institutions, including the Technological and Higher Education Institute of Hong Kong under the Vocational Training Council, are welcome to plan ahead and develop towards the direction of UAS, in accordance with the established mechanism. Post-secondary institutions aspiring to acquire both the university title and UAS status in tandem can also submit applications. Subject to EDB's approval, the two institutional reviews for becoming a private university and that for UAS may be combined.

- End -

CONTROLLING OFFICER'S REPLY

EDB153

(Question Serial No. 2117)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

As indicated under Matters Requiring Special Attention in the Estimates, the Education Bureau will enhance Hong Kong's development as an international education hub. Please advise this Committee of the specific measures adopted in line with the relevant policy and the respective estimated expenditures involved in these measures.

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

Reply:

Hong Kong's post-secondary education is highly internationalised and diversified. Hong Kong is acclaimed to be the only city with 5 universities in the world's top 100. Dovetailing with the national strategy of building a leading country in education, the Chief Executive put emphasis on developing Hong Kong into an international hub for post-secondary education in last year's Policy Address. Relevant initiatives include –

- (a) Starting from the 2024/25 academic year, the admission quota of non-local students to Government-funded post-secondary institutions will be doubled to 40%;
- (b) Starting from the 2024/25 academic year, the quota of the Belt and Road (B&R) Scholarship will be increased by 50%, and the quota of the Hong Kong PhD Fellowship Scheme will be increased gradually to 400 places per academic year. The Government will also continue to implement the Hong Kong Scholarship for Excellence Scheme;
- (c) University Grants Committee (UGC)-funded universities will continue to take forward a number of hostel projects, which will cumulatively provide about 13 500 additional hostel places by 2027;
- (d) The Government will strive to develop the Northern Metropolis University Town where post-secondary institutions are encouraged to strengthen co-operation with renowned

Mainland and overseas institutions, and create synergy by sharing resources and enhancing collaboration with the industry sector; and

- (e) Starting from the 2023/24 academic year, UGC will inject \$100 million into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience.

In February this year, the Finance Committee of the Legislative Council approved the injection of \$1 billion into the HKSAR Government Scholarship Fund with a view to generating additional investment income for funding the increase in the annual quota of the B&R Scholarship.

In addition, the Education Bureau (EDB) and UGC are stepping up efforts to promote the advantages and unique features of Hong Kong's post-secondary education. For example, in collaboration with the Heads of Universities Committee's Standing Committee on Internationalisation jointly formed by the 8 UGC-funded universities, we strengthen the promotion of the advantages of Hong Kong's post-secondary education under the "Study in Hong Kong" brand in the Mainland and overseas through optimal utilisation of the additional funding provided by UGC in the 2022-25 triennium, with a view to attracting more students from all over the world to pursue further studies in Hong Kong.

With the exception of additional injection into the HKSAR Government Scholarship Fund, the manpower and expenditure involved in the implementation of the above schemes/projects are subsumed under the establishment and general departmental expenses of EDB/UGC.

- End -

CONTROLLING OFFICER'S REPLY

EDB154

(Question Serial No. 2118)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau (EDB) advise this Committee of the following –

1. the respective number of school-age students attending Primary One (P1) and Secondary One (S1) classes in each school net and the territory;
2. regarding the demographic changes in student population, small class teaching (SCT) and the arrangement for allocating more students per P1 class, please give a breakdown of the following by school net in each district – the number of primary schools implementing SCT with a class size of 25 and its percentage share in the total number of primary schools in the respective districts; the total number of primary schools, school places and students in the respective districts; and the total number of schools, schools implementing SCT, P1 places and P1 students in each school net;
3. the number of schools not implementing SCT in each district, the percentage share in the total number of primary schools in the respective districts, and the total number of schools offering P1 classes in the respective districts.

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

Reply:

1.
The projected mid-year school-age populations aged 6 and 12 residing in Hong Kong in 2024 are tabulated at Annex 1. These age groups are considered suitable for Primary One (P1) and Secondary One (S1) education respectively in the 2024/25 school year.

2 and 3

It is an established government policy to implement small class teaching (SCT) in public sector primary schools. In the 2023/24 school year, the Education Bureau (EDB) has implemented SCT in about 85% (383 schools) of public sector primary schools in Hong Kong, adding 32 additional schools in the 2024/25 school year and further 9 additional schools in the 2025/26 school year. It is expected that by then, about 95% of public sector primary

schools will implement SCT. As statistics on the number of school places and students have always been collected on a district basis, a breakdown of such figures by school net is not available. The breakdown by district is tabulated at Annex 2. In the 2023/24 school year, no schools have been temporarily allocated more students to each P1 class (i.e. “temporarily allocating more students”).

**Projected mid-year school-age populations aged 6 and 12
residing in Hong Kong by district in 2024**

District	Aged 6	Aged 12
Central & Western	1 400	2 300
Wan Chai	900	1 300
Eastern	2 800	4 200
Southern	1 500	2 300
Sham Shui Po	3 300	4 300
Yau Tsim Mong	2 000	3 000
Kowloon City	2 800	4 300
Wong Tai Sin	2 200	3 000
Kwun Tong	3 900	6 000
Tsuen Wan	2 300	2 900
Tuen Mun	3 800	4 700
Yuen Long	5 000	6 100
North	2 600	2 900
Tai Po	2 400	3 000
Sha Tin	4 500	7 200
Sai Kung	3 400	4 700
Islands	1 700	2 100
Kwai Tsing	3 000	4 200
All districts	49 600	68 300

Notes:

- (1) The projections of school-age population residing in Hong Kong are compiled with reference to the 2021-based Population Projections released by the Census and Statistics Department in August 2023 and the “Projections of Population Distribution 2023-2031” released by the Planning Department in March 2024. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures.
- (2) School-age population aged 6 is considered appropriate for receiving primary education (i.e. P1).
- (3) School-age population aged 12 is considered appropriate for receiving secondary education (i.e. S1).
- (4) Figures refer to the projected number of local persons (i.e. Hong Kong usual residents) aged 6 and 12 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Persons under or over the age of 6/12 may also enrol for P1/S1.
- (5) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**Total number of students and school places in public sector primary schools
in each district in the 2023/24 school year**

District [school-netting under the Primary One Admission (POA) System]	No. of public sector primary schools	No. [%] of schools with SCT	No. [%] of schools with 30 students per class under POA	Total no. of P1 places	Total no. of P1 students	Total no. of P1 to P6 places	Total no. of P1 to P6 students
Central & Western (Note 3) [School Net 11]	16	10 [62.5]	6 [37.5]	1 210	1 172	8 155	7 096
Wan Chai (Note 3) [School Net 12]	15	11 [73.3]	4 [26.7]	1 185	1 186	8 060	7 497
Eastern [School Nets 14 & 16]	25	25 [100.0]	0 [0.0]	2 225	2 099	15 885	13 840
Southern [School Net 18]	10	10 [100.0]	0 [0.0]	675	574	4 950	4 116
Sham Shui Po [School Net 40]	21	12 [57.1]	9 [42.9]	2 360	2 351	15 365	14 843
Yau Tsim Mong (Note 3) (Note 4) [School Nets 31 & 32]	18	10 [55.6]	8 [44.4]	1 850	1 788	12 502	11 435
Kowloon City (Note 3) (Note 4) [School Nets 34, 35 & 41]	34	23 [67.6]	11 [32.4]	3 055	2 921	19 584	17 936
Wong Tai Sin [School Nets 43 & 45]	24	24 [100.0]	0 [0.0]	2 025	1 849	13 895	12 724
Kwun Tong (Note 3) [School Nets 46 & 48]	32	28 [87.5]	4 [12.5]	3 475	3 300	23 641	22 391
Tsuen Wan (Note 3) [School Net 62]	18	10 [55.6]	8 [44.4]	1 915	1 819	12 779	11 673
Tuen Mun (Note 3) [School Nets 70 & 71]	34	31 [91.2]	3 [8.8]	3 395	3 223	21 841	20 227
Yuen Long (Note 3) [School Nets 72, 73 & 74]	45	40 [88.9]	5 [11.1]	4 425	4 235	28 857	26 210
North [School Nets 80, 81 & 83]	30	30 [100.0]	0 [0.0]	2 575	2 540	17 603	17 036
Tai Po (Note 4) [School Net 84]	18	16 [88.9]	2 [11.1]	1 845	1 734	12 605	11 326
Sha Tin [School Nets 88, 89 & 91]	39	32 [82.1]	7 [17.9]	3 900	3 703	27 585	25 018
Sai Kung [School Net 95]	22	22 [100.0]	0 [0.0]	2 050	1 859	13 450	11 529
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]	0 [0.0]	1 025	942	6 910	6 332
Kwai Tsing [School Nets 64, 65 & 66]	33	33 [100.0]	0 [0.0]	2 600	2 441	17 895	16 446
Total in Hong Kong	450	383 [85.1]	67 [14.9]	41 790	39 736	281 562	257 675

Notes:

- (1) Figures refer to schools participating in POA 2023.
- (2) Figures on total number of P1 students in the 2023/24 school year refer to enrolment in public sector schools by district instead of POA school net in September of the school year.
- (3) A total of 32 public sector primary schools in the districts concerned will start implementing SCT in the 2024/25 school year.
- (4) A total of 9 public sector primary schools in the districts concerned will start implementing SCT in the 2025/26 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB155

(Question Serial No. 2119)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau (EDB) provide the total number of classes, demand for school places, supply of school places, cross-district students, surplus/shortage of school places, as well as the percentage of surplus/shortage over the supply of school places in different districts by breakdown and Hong Kong as a whole –

1. the supply and demand of Secondary One (S1) places under the Secondary School Places Allocation (SSPA) System from the 2020/21 to 2023/24 school years, as well as the latest projection of the supply and demand of S1 places under SSPA 2024;
2. the supply and demand of Primary One (P1) places under the Primary One Admission (POA) System from the 2020/21 to 2023/24 school years, as well as the latest projection of the supply and demand of P1 places under POA 2024;
3. further to the replies in (1) and (2), the respective surplus or shortage of school places in various districts/school nets in the recent 4 years and the projection for 2024.
4. further to the replies in (1) and (2), the number of school places netted, the number of school places allocated, the number and percentage of school places netted from other districts against the actual number of places registered in the recent 4 years and the projection for 2024.
5. further to the reply in (3), how will EDB effectively address the problem of surplus school places in certain districts? Will special measures be implemented? For example, it was suggested that the current number of S1 classes in the territory could be frozen, or that small class teaching could be implemented; and
6. further to the reply in (3), how will EDB address the problem of insufficient school places in certain districts?

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

Reply:

1, 3 and 4

The Secondary School Places Allocation (SSPA) System is divided into 2 stages: Discretionary Places (DP) and Central Allocation (CA). During the DP stage, parents may, without restriction on districts, apply to not more than 2 participating secondary schools for their children. The CA stage comprises 2 parts, namely unrestricted school choices and restricted school choices. The secondary school net of students is determined by the location of the primary schools they attend rather than their place of residence. Under SSPA, parents may choose schools in other districts during the DP and CA stages. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the number of cross-district students (including the actual number of places registered) are not available.

A total of 54 112, 52 055, 49 448 and 50 508 students participated in SSPA from 2020 to 2023 (i.e. for admission to Secondary 1 (S1) from the 2020/21 to 2023/24 school years) respectively. A breakdown by students' school net is at [Annex 1](#). The respective numbers of S1 operating classes, places and students in public sector schools by district from the 2020/21 to 2023/24 school years are at [Annex 2](#). As SSPA 2024 has not yet completed, relevant figures for the 2024/25 school year are not available.

The provision of public sector secondary school places is planned on a territory-wide basis. To ensure an adequate supply of school places to meet the demand and to provide students with more school choices in districts with a relatively smaller number of school places, the Education Bureau (EDB) makes netting arrangements with neighbouring areas. It is a long-established arrangement and can also address the concerns and needs of different stakeholders. When making netting arrangements, EDB takes into consideration a basket of factors, such as the demand and supply of school places in different districts, location of schools and the associated transport facilities, as well as the established netting pattern, to ensure a sufficient supply of school places in each district and provide parents with more choices. The school places netted (if applicable) in the CA stage are included in the number of places offered by secondary schools and the projected number of school places in the school nets from 2020 to 2024, and are set out in the Secondary School Lists of the respective years for parents' reference. Some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the actual number of places registered by cross-district students are not available.

2, 3 and 4

The Primary One Admission (POA) System is divided into 2 stages, DP and CA. During the DP stage, parents may apply to 1 public sector primary school either within or outside the school net in which they reside. Children who have failed to secure a discretionary school place may participate in CA, which comprises 2 parts, namely unrestricted school choices and restricted school choices. For applicant children residing in Hong Kong, their school net is determined by their residential address. Certain school nets may cover 2 districts. Hence, a number of parents may choose schools from other districts/school nets in the DP and CA stages. In addition, some students may, for different reasons, apply to other schools for admission on their own accord after the release of the allocation results each year. Therefore, statistics on the actual number of places registered by cross-district students are not available.

A total of 49 721, 46 782, 45 240 and 41 546 children were allocated Primary 1 (P1) places in POA (i.e. participating in POA eventually) from 2020 to 2023 (i.e. for admission to P1 from the 2020/21 to 2023/24 school years) respectively. A breakdown by applicant children's school net is at [Annex 3](#). The respective numbers of P1 operating classes, places and students in public sector schools by district from the 2020/21 to 2023/24 school years are at [Annex 4](#). As POA 2024 has not yet completed, relevant figures for the 2024/25 school year are not available.

The provision of public sector primary school places is planned on a district basis. Under POA, the demand and supply of P1 school places in individual school nets may vary across years. Providing sufficient school places for parents' selection by netting places from school nets that have surplus places is a long-established arrangement. When netting school places, EDB follows the established mechanism, which includes thoroughly considering the situation of schools in the school nets concerned, location of schools, the transportation available to facilitate students travelling to and from school, etc. The provisional number of CA places offered by schools, including those offered by schools in other school nets, is set out in the Choice of Schools List by School Net for CA of POA from 2020 to 2024 for parents' reference. Each year, the actual number of school places netted and the situation of students' actual registration in relevant districts/school nets could be affected by different factors, including the unrestricted school choices made by parents during the CA stage. Relevant statistics are not available.

5 and 6

Noting that the continuous decline in school-age population is not transient but structural, we will adopt long-term measures in planning for public sector primary and secondary school places, with the well-being of students as our top priority, to ensure a healthy and sustainable education ecosystem. In the meantime, we will also take account of the pace of development in different communities in a holistic manner to redeploy and optimise public resources, focusing on enhancing the overall education quality in meeting the various educational needs of students.

EDB, being the school sponsoring body of government schools, has taken the lead in reviewing the long-term sustainable development of government schools and adopting consolidated measures in a decisive manner to enhance the quality of education. We formulate long-term development plans for individual government schools upon holistic assessments, taking account of various factors, including education policies, changes in school-age population, demand for school places in respective districts, overall development needs of government schools and utilisation of government resources, etc.. We adopt multi-pronged measures to address the individual circumstances of districts and schools. For example, we will cease the operation of government schools with persistent under-enrolment in an orderly manner, and merge or relocate government schools in districts with a relatively significant surplus of school places to districts with greater demand for school places or New Development Areas which are expected to have a greater demand for school places. At the same time, we, in light of the actual situations, will cease the operation of 4 time-limited aided primary schools to reduce the supply of school places in an orderly manner. EDB will maintain close communication with the sector and encourage the sector to plan ahead, with a view to ensuring sustainable development of the school sector as a whole and effective use of resources while continuously enhancing the overall quality of education.

Small class teaching (SCT) is a teaching strategy with the objective to enhance students' learning effectiveness and optimise learning and teaching efficacy, rather than an approach to address the decline in school-age population. It is an established government policy to implement SCT in public sector primary schools. At present, about 85% of public sector primary schools in Hong Kong have implemented SCT. In addition to making arrangements for 32 schools to start implementing SCT in the 2024/25 school year, we have further arranged 9 additional public sector primary schools to start implementing SCT in the 2025/26 school year. It is expected that by then, about 95% of the public sector primary schools will implement SCT. We will continue to review the demand and supply for primary school places in individual school nets, whether there are sufficient vacant classrooms in the school nets for operating additional classes to facilitate full implementation of SCT, and the additional resources involved. We will also continue to maintain liaison with the public sector primary schools which have yet to implement SCT, and encourage them to get prepared for early and orderly implementation of SCT in public sector primary schools if conditions permit. As for whether SCT should be implemented at junior secondary level, it is of utmost importance that we must assess whether the reduction of class size in secondary schools is conducive to enhancing students' learning effectiveness. In fact, international studies have suggested that SCT is most effective when students are of a younger age and its effectiveness tends to wane with students' age. We have no plan to implement SCT at junior secondary level having regard to the aforementioned consideration.

For secondary schools, owing to the projected continuous decline in S1 school-age population in 2025 and beyond, the current-term Government will not revert the S1 allocation class size to 34 ("place reinstating") as originally scheduled for the 2023/24 to 2026/27 school years.

As a place for nurturing students, it is essential for schools to maintain an optimal size of student population for creating a conducive teaching and learning environment and providing diverse opportunities for learning in groups, so as to ensure the quality of education. In fact, very relaxed criteria for approving classes in primary or secondary schools have already been adopted. In the September headcount for actual enrolment, primary schools can operate 2 classes at each level of Primary 1 to 5 if a minimum of 24 students are admitted. As such, the average class size will be 12 students. The approved number of Primary 6 classes is carried forward from that of Primary 5 classes of the preceding school year, and will not be affected by the actual enrolment in September headcount. This arrangement is implemented with a trial period of 3 years starting from the 2023/24 school year. As for secondary schools, they can operate 2 classes at each level with a minimum intake of 26 students, and the average class size will be 13 students. At present, the actual average class sizes of public sector primary and secondary schools in Hong Kong are 24.5 and 27.1 students respectively, which are comparable to those in other developed countries and major regions. We will closely monitor the demographic changes in student population and conduct dynamic assessment of the demand and supply of school places, in order to address the structural decline in school-age population in a reasonable and orderly manner.

Numbers of students participating in SSPA from 2020 to 2023

School net	2020	2021	2022	2023
Central & Western	1 655	1 585	1 409	1 386
Wan Chai	1 725	1 656	1 507	1 516
Eastern	3 172	2 918	2 818	2 786
Southern	1 122	1 027	969	975
Sham Shui Po	3 195	3 113	2 945	3 153
Yau Tsim Mong	1 946	1 871	1 815	1 804
Kowloon City	5 279	5 037	4 545	4 574
Wong Tai Sin	2 283	2 384	2 322	2 253
Kwun Tong	4 731	4 403	4 213	4 247
Tsuen Wan	1 760	1 808	1 678	1 743
Tuen Mun	4 084	3 973	3 766	3 981
Yuen Long	5 527	5 202	4 901	4 876
North	3 378	3 222	3 296	3 524
Tai Po	2 373	2 198	2 161	2 103
Sha Tin	5 135	4 965	4 695	4 981
Sai Kung	2 389	2 280	2 122	2 178
Islands	816	899	905	1 027
Kwai Tsing	3 542	3 514	3 381	3 401
Total	54 112	52 055	49 448	50 508

Note: Figures exclude late applicants.

Numbers of S1 operating classes, places and students in public sector schools from the 2020/21 to 2023/24 school years

District	2020/21 school year			2021/22 school year			2022/23 school year			2023/24 school year		
	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students
Central & Western	39	1 316	1 213	39	1 316	1 191	39	1 316	1 164	39	1 316	1 242
Wan Chai	58	1 907	1 688	58	1 874	1 555	54	1 742	1 472	51	1 676	1 485
Eastern	100	3 196	2 828	94	2 998	2 612	94	3 031	2 586	89	2 899	2 596
Southern	45	1 438	1 164	44	1 438	1 098	44	1 339	998	44	1 405	1 096
Sham Shui Po	73	2 373	2 265	73	2 373	2 251	73	2 373	2 195	73	2 373	2 297
Yau Tsim Mong	61	1 881	1 743	60	1 848	1 702	60	1 881	1 649	60	1 848	1 775
Kowloon City	130	4 362	3 985	130	4 362	3 884	128	4 263	3 790	128	4 296	4 061
Wong Tai Sin	85	2 775	2 481	84	2 709	2 428	83	2 676	2 238	83	2 643	2 431
Kwun Tong	117	3 732	3 555	113	3 630	3 424	112	3 597	3 318	112	3 597	3 417
Tsuen Wan	51	1 707	1 545	51	1 707	1 563	50	1 674	1 468	50	1 674	1 599
Tuen Mun	140	4 402	4 051	137	4 402	3 918	135	4 303	3 748	138	4 402	4 114
Yuen Long	155	5 035	4 669	143	4 636	4 374	137	4 445	4 146	137	4 478	4 314
North	95	3 128	2 934	94	3 128	2 836	96	3 196	2 906	93	3 128	3 048
Tai Po	77	2 442	2 213	72	2 310	2 056	69	2 211	2 021	69	2 211	2 095
Sha Tin	165	5 304	4 883	163	5 208	4 669	151	4 842	4 380	153	4 875	4 675
Sai Kung	72	2 404	2 215	72	2 404	2 049	70	2 305	1 814	70	2 305	1 943
Islands	25	731	675	25	731	675	25	731	665	27	797	745
Kwai Tsing	122	3 960	3 692	122	3 960	3 618	122	3 894	3 405	122	3 960	3 589
All districts	1 610	52 093	47 799	1 574	51 034	45 903	1 542	49 819	43 963	1 538	49 883	46 522

- Notes: (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
(2) Figures include government, aided and caput ordinary secondary day schools, but not special schools.
(3) Figures on places refer to the planned number of school places offered by the schools concerned.
(4) School districts are delineated by the District Council districts of the school premises.

**Numbers of students allocated a P1 school place in
POA from 2020 to 2023**

P1 school net	2020	2021	2022	2023
11	1 295	1 134	1 096	973
12	972	956	916	758
14	1 332	1 241	1 099	1 024
16	1 549	1 469	1 321	1 295
18	1 061	1 001	937	868
31	1 006	949	810	779
32	972	911	898	805
34	1 892	1 747	1 621	1 475
35	773	792	758	623
40	2 872	2 729	2 697	2 622
41	866	748	749	688
43	880	899	839	807
45	1 308	1 235	1 249	1 117
46	1 308	1 149	1 084	1 002
48	2 986	2 836	2 738	2 537
62	2 361	2 190	1 966	1 799
64	808	822	825	716
65	1 322	1 234	1 229	1 102
66	1 197	1 177	1 101	986
70	2 177	2 070	1 909	2 003
71	1 533	1 475	1 474	1 297
72	2 395	2 321	2 414	2 196
73	1 013	950	935	843
74	1 548	1 519	1 519	1 406
80	1 047	983	960	883
81	1 229	1 160	1 398	1 407
83	46	58	41	32
84	2 115	2 087	2 006	1 804
88	1 199	1 054	1 048	960
89	1 446	1 372	1 349	1 142
91	2 489	2 398	2 324	2 013
95	2 861	2 540	2 578	2 382
96	39	38	41	34
97	118	114	107	100
98	946	870	826	803
99	68	82	53	69
Total	49 029	46 310	44 915	41 350

Note: Figures are based on the school net of applicant children and not inclusive of the cross-boundary students allocated a P1 place.

Numbers of P1 operating classes, places and students in public sector schools from the 2020/21 to 2023/24 school years

District	2020/21 school year			2021/22 school year			2022/23 school year			2023/24 school year		
	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students	No. of operating classes	No. of places	No. of students
Central & Western	51	1 385	1 346	50	1 360	1 224	49	1 285	1 211	44	1 210	1 172
Wan Chai	52	1 360	1 342	51	1 385	1 283	50	1 310	1 254	44	1 185	1 186
Eastern	101	2 799	2 576	97	2 620	2 396	91	2 420	2 188	89	2 225	2 099
Southern	36	945	821	34	825	736	31	725	666	28	675	574
Sham Shui Po	92	2 662	2 580	87	2 565	2 432	86	2 507	2 400	86	2 360	2 351
Yau Tsim Mong	77	2 157	2 107	74	2 000	1 973	69	1 900	1 833	67	1 850	1 788
Kowloon City	123	3 280	3 218	121	3 230	3 117	117	3 105	3 018	114	3 055	2 921
Wong Tai Sin	97	2 450	2 269	94	2 300	2 085	89	2 150	1 989	82	2 025	1 849
Kwun Tong	146	4 136	3 938	144	3 802	3 697	143	3 645	3 510	139	3 475	3 300
Tsuen Wan	76	2 179	2 194	76	2 080	2 026	74	1 990	1 899	73	1 915	1 819
Tuen Mun	145	3 720	3 587	141	3 615	3 405	136	3 420	3 276	135	3 395	3 223
Yuen Long	185	4 933	4 742	179	4 696	4 478	181	4 575	4 432	176	4 425	4 235
North	103	2 725	2 622	102	2 575	2 407	110	2 675	2 628	106	2 575	2 540
Tai Po	83	2 165	2 130	78	2 010	1 970	73	1 870	1 838	72	1 845	1 734
Sha Tin	169	4 844	4 614	164	4 475	4 272	161	4 190	4 086	156	3 900	3 703
Sai Kung	99	2 475	2 275	93	2 300	1 993	89	2 125	2 009	84	2 050	1 859
Islands	47	1 205	1 101	45	1 100	999	44	1 025	927	43	1 025	942
Kwai Tsing	116	3 105	2 969	113	3 030	2 886	112	2 800	2 654	106	2 600	2 441
All districts	1 798	48 525	46 431	1 743	45 968	43 379	1 705	43 717	41 818	1 644	41 790	39 736

- Notes:
- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
 - (2) Figures include government and aided ordinary primary schools, but not special schools.
 - (3) Figures on places refer to the planned number of school places offered by the schools concerned.
 - (4) The enrolment cap per class is set at 10% above the standard class size, and the number of students admitted could be greater than the number of school places in individual schools.
 - (5) School districts are delineated by the District Council districts of the school premises.

- End -

CONTROLLING OFFICER'S REPLY

EDB156

(Question Serial No. 2120)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the number and percentage share of cross-boundary students studying in primary schools in each district.
2. Please provide the number and percentage share of cross-boundary students studying in secondary schools in each district.
3. What policies and measures has the Education Bureau put in place to help cross-boundary students integrate into school life? Please also set out the estimated expenditure, manpower and expected targets in this regard.

Asked by: Hon TANG Fei (LegCo internal reference no.: 4)

Reply:

1. and 2.

The number and percentage share of cross-boundary students (CBS) studying in primary and secondary schools by district for the 2023/24 school year are set out at (Table 1) and (Table 2) of the Annex.

3.

The Education Bureau (EDB) has all along been providing support for newly-arrived children (NAC) (including CBS) to integrate into local school life and enhance their learning effectiveness, such as the 6-month full-time Initiation Programme arranged by local schools and the 60-hour Induction Programme organised by non-governmental organisations. The contents of these programmes cover language education, learning skills, personal growth and development, and social adaptation. In addition, EDB provides public sector schools and schools under the Direct Subsidy Scheme admitting NAC with the School-based Support Scheme Grant to flexibly arrange school-based support services, such as conducting after-school supplementary lessons and organising orientation activities/guidance programmes/extra-curricular activities according to children's needs. In the 2024/25 school year, the estimated expenditure on the Initiation Programme, Induction Programme and

School-Based Support Scheme Grant is about \$61.1 million, and the manpower involved in the related measures is subsumed under EDB's recurrent expenditure.

In addition, EDB attaches great importance to the healthy development of students, and assists schools and parents in catering to students with different needs (including CBS) to adapt to school life. For instance, in order to help students cope with stress and anxiety, EDB has launched a one-stop student mental health information website, namely the "Mental Health @ School", to provide diversified and practical resources for schools, parents and students. Besides, EDB has encouraged schools to adopt diversified modes of support within and beyond the classroom (such as academic counselling, life-wide activities, or senior student guidance programmes), with a view to enhancing CBS' sense of security and belonging to school, thereby fostering a caring and inclusive campus and facilitating CBS' gradual adjustment to schooling in Hong Kong. Furthermore, schools pay attention to students' (including CBS') emotional needs and provide them with timely support and counselling. For example, schools arrange students in need to meet with school social workers or school-based educational psychologists, to provide them with appropriate support in terms of their academic, social, behavioural and emotional development. Schools may also refer students to other service units for specialised support services when necessary.

**Number and Percentage Share of CBS
in Primary and Secondary Schools for the 2023/24 school year**

(Table 1): Primary Schools

District	Number of CBS	Percentage in the total number of CBS in primary schools
Wong Tai Sin	8	0.2%
Tsuen Wan & Kwai Tsing	27	0.8%
Tuen Mun	249	7.2%
Yuen Long	422	12.2%
North	2 227	64.2%
Tai Po	398	11.5%
Sha Tin	40	1.2%
Tung Chung	96	2.8%
Total	3 467	100.0%

(Table 2): Secondary Schools

District	Number of CBS	Percentage in the total number of CBS in secondary schools
Wong Tai Sin	39	0.4%
Tsuen Wan & Kwai Tsing	39	0.4%
Tuen Mun	1 259	11.8%
Yuen Long	1 815	17.0%
North	5 124	48.0%
Tai Po	1 994	18.7%
Sha Tin	245	2.3%
Tung Chung	155	1.5%
Total	10 670	100.0%

Notes: (1) Figures reflect the position as at October of the 2023/24 school year.

(2) Figures are based on the annual survey on the number of students travelling daily across the boundary conducted via schools in Wong Tai Sin, Tsuen Wan & Kwai Tsing, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin and Tung Chung districts.

(3) Percentages may not add up to the total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB157

(Question Serial No. 2121)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

To complement the National 14th Five-Year Plan, of which one of the key areas is to develop Hong Kong into an international centre of innovation and technology (I&T), much has been said in the Budget about nurturing I&T talent. To step up the promotion of I&T in Hong Kong, education from a young age is of utmost importance. STEM/STEAM education should be systematic, structured and incorporated into the regular curriculum. In this connection, will the Education Bureau advise this Committee of the following –

- (1) the expenditures related to STEM/STEAM education in primary and secondary schools in the past 3 years, as well as the projects involved;
- (2) the estimated expenditure on the promotion of STEM/STEAM education in primary and secondary schools (including special schools) for 2024-25; and
- (3) whether key performance indicators (KPI) are set to assess the effectiveness of the work in promoting STEM/STEAM education in Hong Kong for more effective deployment of resources; if yes, what are the details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 5)

Reply:

(1) and (2)

Over the years, the Education Bureau (EDB) has been stepping up the promotion of STEAM (Science, Technology, Engineering, the Arts and Mathematics) education with a view to enhancing students' interest and abilities in mathematics, science and innovation and technology (I&T) and fostering their creative thinking. Major initiatives include renewing curriculum, enhancing the professional development of teachers, organising STEAM learning activities beyond the classroom and providing resources support for schools. Currently,

schools have been actively taking forward STEAM education. In general, teachers implement STEAM education through learning activities across subjects, such as project learning, thematic learning, as well as designs and inventions, with a view to enhancing students' interest and abilities in science and I&T and fostering their creative thinking.

In respect of curriculum, following the implementation of the “Enriched Module on Coding Education for Upper Primary Level” and “Module on Artificial Intelligence for Junior Secondary Level” in 2023, we are going to introduce a subject on science in primary schools. Starting from the 2025/26 school year, all primary schools in Hong Kong will be required to implement Primary Science with a view to strengthening students' scientific and creative thinking from an early age. Meanwhile, learning and teaching support programmes on Mathematics have been implemented to strengthen students' capability in the applications of Mathematics at the primary and secondary levels; and STEAM Learning Modules on Science (Secondary 1 to 3) have been launched at the end of 2023 with the aim of integrating I&T elements in class and enriching I&T learning.

A professional teaching force is key to the promotion of STEAM education. EDB has been collaborating with different I&T organisations, tertiary institutions and professional bodies to organise professional development programmes, so as to assist STEAM co-ordinators and teachers in keeping abreast of the latest developments in I&T. EDB has also collaborated with Cyberport to launch the Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools in the 2022/23 and 2023/24 school years. The programme covers a variety of I&T topics, such as AI, green technology, gerontechnology and financial technology, to facilitate co-ordinators' mastery of strategising the application of I&T in learning and teaching. In addition, in the 2023/24 school year, EDB is conducting district-based leadership workshops for STEAM co-ordinators in secondary schools, and the workshops have been well-received. Starting from the 2022/23 school year, EDB has also provided subject-related Core Professional Development Training on I&T to assist teachers in keeping abreast of subject-related developments in I&T and integrating I&T elements into the classroom teaching of the subjects concerned, covering topics such as novel materials science, biotechnology and energy technology.

As for student activities, we continue to collaborate with the Hong Kong Academy for Gifted Education, I&T organisations, tertiary institutions, professional bodies (for example, Cyberport and engineering professional bodies), to offer students STEAM/I&T-related activities, such as talks, integrated practical activities, training, experiential activities and competitions (e.g. Science and Innovation Forum, the Hong Kong Student Science Project Competition and CoolThink@JC Competition) beyond the classroom, thereby providing them with learning experience in STEAM featuring “fun” and “diversity” and strengthening their interest and abilities in I&T.

EDB has all along provided schools with various subventions, including the recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote STEAM education. To support schools to kick-start the subject of Primary Science, EDB has earmarked about \$200 million and announced through EDB Circular Memorandum No. 57/2024 that a one-off grant of \$350,000 will be provided for each public sector and Direct Subsidy Scheme (DSS) primary school by the end of March this year for the purpose. In addition, EDB has been providing public sector and DSS schools with the recurrent Life-wide Learning Grant starting from the 2019/20 school year, with an annual

provision of about \$900 million to support schools in organising more out-of-classroom experiential learning activities, including STEAM learning activities.

Meanwhile, the Quality Education Fund (QEF) has included STEM/STEAM education as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools starting from the 2018/19 school year, under which schools may apply for funding to launch school-based curriculum development and/or student support measures, including the development of school-based STEM/STEAM education. From the 2018/19 to 2022/23 school years, QEF approved over 1 000 projects related to information technology in education and STEM/STEAM education through the Priority Themes Funding Programme and the Dedicated Funding Programme for Publicly-funded Schools, with a total funding of over \$1 billion. In the meantime, QEF has allocated \$500 million for the development of e-learning ancillary facilities that meet local learning and teaching needs through co-operation between the education and business sectors, with a view to further promoting STEAM education. There are in total 22 projects funded under this programme. These projects have commenced in the beginning of the 2023/24 school year and involve a total funding of around \$240 million.

With the exception of the above grants/funding programmes, the expenditure involved in the promotion of STEAM education in primary and secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown of the expenditure is therefore not available.

(3)

As stated in the Chief Executive's 2022 Policy Address and 2023 Policy Address, the government will step up the promotion of STEAM education and key performance indicators (KPIs) have been set for the work on this front. According to the results of the school survey conducted by EDB, all publicly-funded primary and secondary schools have designated co-ordinators to holistically plan STEAM education within and beyond the classroom; all publicly-funded primary and secondary schools have organised quality STEAM activities of reasonable scale for students' participation each year; at least 75% of publicly-funded schools have arranged for STEAM co-ordinators/teachers to undergo core professional training on I&T; the vast majority of publicly-funded primary schools have implemented enriched coding education at the upper primary level starting from this school year as recommended by EDB and the vast majority of publicly-funded secondary schools have introduced the relevant module on Artificial Intelligence at the junior secondary level, and they have made good progress. Besides, EDB has already announced the Science (Primary 1 to 6) Curriculum Framework (Final Version). The curriculum will be implemented starting from the 2025/26 school year.

As for the remaining KPI-related initiatives, they are moving towards the target and making good progress. These KPIs include the implementation of a pilot scheme on mathematical modelling at the primary level within the 2023/24 school year, and completion of all tryout lessons by the 2024/25 school year; arranging for at least one Mathematics teacher in each publicly-funded secondary school to undergo professional development training on mathematical modelling by the end of 2025/26 school year; and setting up of school-based student talent pool in at least 75% of publicly-funded schools by the end of 2024/25 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB158

(Question Serial No. 2122)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the following –

1. Did the Government provide any joint funding with enterprises for students or graduates to pursue further or postgraduate studies in the Mainland or overseas in 2023-24? If yes, what are the details? If no, what are the reasons?
2. Please set out the student exchange programmes funded by the Education Bureau as organiser or co-organiser in the past 5 years, the amount of subsidy for each programme, as well as the number of participating students and the actual amount of subsidy per student in each programme.

Asked by: Hon TANG Fei (LegCo internal reference no.: 6)

Reply:

1. The Government has not co-operated with enterprises to subsidise students' studies outside Hong Kong. The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students to pursue studies at world renowned universities outside Hong Kong, with a view to grooming a top cadre of talent with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. Starting from the 2015/16 academic year with up to 100 students subsidised per cohort, HKSES has been regularised since the 2019/20 academic year with the scholarship capped at \$300,000 per student per annum and a means-tested bursary granted to students who may need additional support to pursue their studies, subject to a ceiling of \$200,000 per student per annum, for covering living and other study-related expenses. The Education Bureau (EDB) also arranges mentorship programmes and summer internship opportunities for the awardees to enrich their social experience. Since the launch of HKSES, around 870 students have been awarded scholarships to pursue undergraduate or postgraduate studies at renowned universities outside Hong Kong.

HKSES has been well-received since its inception and has now been regularised. The Government has no immediate plan to set up other scholarship programmes to subsidise students' studies abroad. Besides, some Hong Kong organisations have established scholarship programmes to subsidise local students to pursue further and postgraduate studies in the Mainland and overseas.

2. EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. The numbers of students joining Mainland exchange programmes from the 2019/20 to 2023/24 school years and the expenditures involved are as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2019/20	8 000	14.9
2020/21 [#]	0	0
2021/22 [#]	0	0
2022/23 ⁺	600	2.1
2023/24 ⁺⁺	72 700	78.8

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB.

[#] Mainland exchange programmes for students were suspended due to the epidemic.

⁺ Actual figures revised from last year's estimates.

⁺⁺ Provisional figures.

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. In the 2022/23 and 2023/24 school years, the numbers of senior secondary students joining CS Mainland study tours and the expenditures involved are as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	43 300	29.9
2023/24 ⁺⁺	52 300	82.6

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB.

⁺ Actual figures revised from last year's estimates.

⁺⁺ Provisional figures.

Schools may make use of the recurrent Life-wide Learning Grant and Expanded Operating Expenses Block Grant to subsidise students to take part in exchange activities. The Quality Education Fund (QEF) has included "Life-wide Learning" as one of the priority themes. Schools may apply for additional resources under QEF to arrange

diversified learning activities, including cross-boundary learning activities and exchange activities, to tie in with various Key Learning Areas, which will enrich students' learning experiences, broaden their horizons and enhance their interest and motivation in learning, thereby facilitating their whole-person development.

Regarding post-secondary education, EDB subsidises post-secondary students' participation in exchange activities outside Hong Kong through the following schemes –

- (a) Scheme for Subsidy on Exchange for Post-secondary Students subsidises financially needy post-secondary students' participation in short-term internship or learning experience outside Hong Kong, with a view to encouraging them to broaden global horizons while facilitating internationalisation of local campuses.
- (b) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested and Non-means-tested) subsidise the participation of financially needy post-secondary students and all post-secondary students respectively in short-term internship or learning experience in the Belt and Road (B&R) regions, with a view to encouraging them to seize the new opportunities brought about by the B&R Initiative while facilitating educational exchanges between Hong Kong and the B&R regions.
- (c) Mainland Experience Scheme for Post-secondary Students subsidises post-secondary students' participation in short-term internship or learning experience on the Mainland, with a view to encouraging them to understand through first-hand experience our country's prevailing social, economic and cultural landscapes.

The schemes are implemented and administered by the participating post-secondary institutions in accordance with the operational guides issued by EDB. Funding is disbursed by EDB to the institutions in each subsidised period while the details of the exchange activities are to be arranged by the participating institutions. From 2019/20 to 2023/24 academic years, the numbers of students joining the schemes as well as the related expenditures and subsidy ceilings are as follows –

Scheme	Subsidy ceiling ⁽⁶⁾	Academic year	Expenditure (\$ million) ⁽¹⁾	No. of beneficiaries ⁽²⁾
Scheme for Subsidy on Exchange for Post-secondary Students	\$60,000	2019/20	13.8	500
		2020/21	0.9 ⁽³⁾	30
		2021/22	10.6 ⁽³⁾	300
		2022/23 ⁽⁴⁾	16.4 ⁽³⁾	700
		2023/24 ⁽⁵⁾	58.5	1 200
Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested)	\$60,000	2019/20	2.3	100
		2020/21	0.3 ⁽³⁾	10
		2021/22	1.4 ⁽³⁾	70
		2022/23 ⁽⁴⁾	2.0 ⁽³⁾	100
		2023/24 ⁽⁵⁾	18.2	200
	\$18,000	2019/20	3.1	500

Scheme	Subsidy ceiling ⁽⁶⁾	Academic year	Expenditure (\$ million) ⁽¹⁾	No. of beneficiaries ⁽²⁾
Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)		2020/21	0.3 ⁽³⁾	40
		2021/22	1.9 ⁽³⁾	300
		2022/23 ⁽⁴⁾	3.1 ⁽³⁾	500
		2023/24 ⁽⁵⁾	18.4	1 000
Mainland Experience Scheme for Post-secondary Students	\$14,400	2019/20	1.8	700
		2020/21	0.6 ⁽³⁾	80
		2021/22	0.8 ⁽³⁾	100
		2022/23 ⁽⁴⁾	2.0 ⁽³⁾	300
		2023/24 ⁽⁵⁾	14.1	600

- (1) Manpower resources required for the provision of the above schemes are subsumed under the recurrent expenditure of EDB.
- (2) Rounded down to the nearest hundred or ten.
- (3) With the suspension of exchange activities by institutions due to the COVID-19 pandemic, there was a drop in the number of post-secondary students participating in exchange programmes and expenditure from the 2020/21 to 2022/23 academic years.
- (4) Actual figures revised from last year's estimates.
- (5) Provisional figures.
- (6) The actual maximum amount of subsidy varies according to the destination and duration of the exchange activity.

- End -

CONTROLLING OFFICER'S REPLY

EDB159

(Question Serial No. 2123)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)
Director of Bureau: Secretary for Education

Question:

Regarding the programmes offered by self-financing post-secondary institutions, please advise this Committee of –

1. the numbers of intake places and actual intakes of the undergraduate, senior year top-up degree, associate degree and higher diploma programmes offered by all self-financing post-secondary institutions, the amounts of tuition fees charged for these programmes and the average monthly salaries of graduates in each of the past 3 years; and
2. the numbers of non-local students of degree programmes and postgraduate programmes, their respective percentage shares of the overall student population in each of these self-financing institutions, the tuition fee incomes of these institutions, and the information on graduates staying in Hong Kong for employment.

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

Reply:

1. The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree (SD) (including Associate Degree and Higher Diploma), first-year-first-degree (FYFD) and top-up degree (TUD) programmes by institution from the 2021/22 to 2023/24 academic years (AYs) are at **Annexes 1 to 3**.

According to the graduate employment surveys conducted by respective self-financing institutions, the average annual salaries of graduates in full-time employment of full-time locally-accredited self-financing SD and undergraduate (Ug) programmes from the 2020/21 to 2021/22 AYs are at **Annex 4**. Relevant information for the 2022/23 AY is not yet available from relevant institutions pending completion of their graduate employment surveys.

2. The numbers of students of full-time locally-accredited self-financing undergraduate programmes by institution and place of origin from the 2021/22 to 2023/24 AYs are at **Annex 5**.

The total tuition fees and numbers of students by place of origin of locally-accredited self-financing research postgraduate (RPg) and taught postgraduate (TPg) programmes by institution from the 2021/22 to 2023/24 AYs are at **Annexes 6 and 7** respectively.

The Education Bureau does not maintain information on non-local graduates staying in Hong Kong for employment.

**Estimated Intake Places of Full-time Locally-accredited Self-financing
SD, FYFD and TUD Programmes by Institution from the 2021/22 to 2023/24 AYs**

Institution	2021/22 AY				2022/23 AY				2023/24 AY			
	Estimated Intake Places				Estimated Intake Places				Estimated Intake Places			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Caritas Bianchi College of Careers	258	-	-	258	360	-	-	360	345	-	-	345
Caritas Institute of Community Education	80	-	-	80	@	-	-	@	@	-	-	@
City University of Hong Kong – School of Continuing and Professional Education	-	150	270	420	-	110	130	240	-	-	70	70
Gratia Christian College	140	90	85	315	190	100	95	385	160	100	95	355
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 710	-	-	1 710	1 880	-	-	1 880	1 430	-	-	1 430
Hong Kong Adventist College ^[1]	@	-	-	@	45	-	-	45	93	-	-	93
Hong Kong Art School	50	65	-	115	50	65	-	115	50	65	-	115
Hong Kong Baptist University	-	-	80	80	-	-	-	-	-	-	-	-
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 810	260 ^[2]	670	2 740	1 805	210 ^[2]	640	2 655	1 875	216	620	2 711
Hong Kong Chu Hai College ^[3]	-	480	200	680	-	580	220	800	-	630	220	850
Hong Kong College of Technology and HKCT Institute of Higher Education	277	40	38	355	278	40	50	368	293	35	50	378
Hong Kong Institute of Technology	150	50	100	300	100	80	165	345	120	50	205	375
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 250	2 319	1 919	5 488	1 245	2 335	1 272	4 852	1 225	2 200	1 696	5 121
Hong Kong Nang Yan College of Higher Education	45	90	20	155	36	105	30	171	36	105	45	186
Hong Kong Shue Yan University	-	700	582	1 282	-	640	800	1 440	-	550	510	1 060
Lingnan University	-	95	40	135	-	110	155	265	-	120	160	280
Lingnan University – Lingnan Institute of Further Education	444	-	-	444	288	-	-	288	220	-	-	220
Saint Francis University ^[4]	168	500	88	756	220	605	94	919	205	736	109	1 050
The Chinese University of Hong Kong – School of Continuing and Professional Studies	763	-	-	763	742	-	-	742	714	-	-	714
The Education University of Hong Kong	-	-	104	104	-	-	85	85	-	-	65	65
The Hang Seng University of Hong Kong	-	800	1 150	1 950	-	1 445	1 345	2 790	-	1 435	1 395	2 830
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	5 080	-	1 300	6 380	4 500	-	1 000	5 500	4 200	-	800	5 000
The Hong Kong University of Science and Technology	-	50	-	50	-	44	-	44	-	55	-	55
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 100	28	119	3 247	3 260	40	143	3 443	3 600	23	140	3 763
Tung Wah College	340	745	295	1 380	230	730	230	1 190	260	790	220	1 270
UOW College Hong Kong	1 600	150	150	1 900	645	70	170	885	520	80	120	720
Vocational Training Council ^[5]	120	234	2 551	2 905	90	152	2 248	2 490	60	202	2 115	2 377
Yew Chung College of Early Childhood Education	120	35	60	215	120	35	60	215	120	35	80	235
YMCA College of Careers	40	-	-	40	25	-	-	25	20	-	-	20

Notes:

Figures are based on estimates made by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.

[1] Hong Kong Adventist College started offering SD programmes in the 2021/22 AY.

[2] Figures include places of part-time programmes of the institution concerned.

[3] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.

[4] Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.

[5] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.

“-” Denotes that the relevant programmes were not offered by the institution in that AY.

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

**Actual Intakes of Full-time Locally-accredited Self-financing
SD, FYFD and TUD Programmes by Institution
from the 2021/22 to 2023/24 A Ys**

Institution	2021/22 AY				2022/23 AY				2023/24 AY			
	Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total	SD	FYFD	TUD	Total
Caritas Bianchi College of Careers	326	-	-	326	369	-	-	369	360	-	-	360
Caritas Institute of Community Education	9	-	-	9	12	-	-	12	-	-	-	-
City University of Hong Kong – School of Continuing and Professional Education	-	82	101	183	-	54	60	114	-	-	31	31
Gratia Christian College	23	27	38	88	75	32	48	155	78	33	48	159
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 259	-	-	1 259	1 339	-	-	1 339	1 474	-	-	1 474
Hong Kong Adventist College ^[2]	7	-	-	7	61	-	-	61	61	-	-	61
Hong Kong Art School	45	29	21	95	38	24	19	81	39	@	@	@
Hong Kong Baptist University	-	-	35	35	-	-	-	-	-	-	-	-
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 819	158	574	2 551	1 873	206	410	2 489	1 932	140	389	2 461
Hong Kong Chu Hai College ^[3]	-	31	35	66	-	37	23	60	5	84	47	136
Hong Kong College of Technology and HKCT Institute of Higher Education	187	22	40	249	204	28	41	273	276	45	36	357
Hong Kong Institute of Technology	127	99	169	395	132	112	192	436	132	81	253	466
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 058	1 477	1 813	4 348	1 034	1 727	1 220	3 981	1 395	2 530	1 314	5 239
Hong Kong Nang Yan College of Higher Education	0	41	1	42	5	34	1	40	2	36	10	48
Hong Kong Shue Yan University	-	544	607	1 151	-	698	410	1 108	-	926	428	1 354
Lingnan University	-	68	31	99	-	107	136	243	-	108	123	231
Lingnan University – Lingnan Institute of Further Education	310	-	-	310	209	-	-	209	247	-	-	247
Saint Francis University ^[4]	211	558	102	871	207	653	112	972	228	805	108	1 141
The Chinese University of Hong Kong – School of Continuing and Professional Studies	712	-	-	712	743	-	-	743	748	-	-	748
The Education University of Hong Kong	-	-	73	73	-	-	61	61	-	-	41	41
The Hang Seng University of Hong Kong	-	804	999	1 803	-	796	926	1 722	-	876	865	1 741
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	5 004	-	876	5 880	4 893	-	692	5 585	4 851	-	696	5 547
The Hong Kong University of Science and Technology	-	45	-	45	-	44	-	44	-	52	-	52
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College	3 484	40	138	3 662	3 805	29	101	3 935	4 508	29	93	4 630
Tung Wah College	181	592	140	913	210	553	201	964	211	679	239	1 129
UOW College Hong Kong	484	20	130	634	419	11	107	537	452	16	65	533
Vocational Training Council ^[5]	110	160	2 101	2 371	99	100	1 679	1 878	75	126	1 903	2 104
Yew Chung College of Early Childhood Education	110	12	30	152	72	12	20	104	69	14	30	113
YMCA College of Careers	6	-	-	6	9	-	-	9	23	-	-	23

Notes:

- [1] Provisional figures as at early October 2023. The final actual intakes may vary.
[2] Hong Kong Adventist College started offering SD programmes in the 2021/22 AY.
[3] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
[4] Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
[5] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
“..” Denotes that the relevant programmes were not offered by the institution in that AY.
“@” Denotes that the relevant information is not available from the institution.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing
SD, FYFD and TUD Programmes by Institution
from the 2021/22 to 2023/24 AYs
(Tuition Fee Not Yet Deducted by Any Applicable Subsidy)**

Institution	2021/22 AY			2022/23 AY			2023/24 AY		
	Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
Caritas Bianchi College of Careers	59,950 - 72,940	-	-	59,000 - 73,155	-	-	61,070 - 74,320	-	-
Caritas Institute of Community Education	61,090	-	-	62,670	-	-	#	-	-
City University of Hong Kong – School of Continuing and Professional Education ^[1]	-	82,800	124,200	-	85,200	124,200	-	-	126,000
Gratia Christian College	53,400 - 67,350	70,000	72,700	53,500 - 75,000	70,200	72,900	54,300 - 76,150	71,250 - 82,500	74,000 - 85,950
HKU SPACE Po Leung Kuk Stanley Ho Community College	57,000 - 60,000	-	-	58,780 - 60,180	-	-	59,000 - 61,140	-	-
Hong Kong Adventist College ^[2]	60,000	-	-	60,000 - 90,000	-	-	60,000 - 92,700	-	-
Hong Kong Art School ^[1]	58,095	99,690	99,690	59,550	99,980	99,980	61,035	101,480	101,480
Hong Kong Baptist University	-	-	86,250	-	-	-	-	-	-
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film ^[1]	50,904 - 66,060	58,720 - 96,000	82,500 - 111,420	51,660 - 66,060	58,720 - 96,000	85,140 - 111,420	53,210 - 67,400	59,900 - 97,800	86,856 - 114,000
Hong Kong Chu Hai College ^[3]	-	71,500	72,333 - 74,000	-	71,718	72,553 - 74,225	29,000	72,865	73,713 - 75,410
Hong Kong College of Technology and HKCT Institute of Higher Education	57,426 - 74,151	87,195 - 89,889	89,755 - 91,266	57,598 - 77,880	87,457 - 90,159	90,025 - 91,540	58,520 - 81,774	88,856 - 91,601	91,465 - 93,005
Hong Kong Institute of Technology ^[1]	56,000	48,000 - 70,333	48,000 - 76,000	56,000	48,000 - 70,333	48,000 - 76,000	56,000	48,760 - 71,433	48,760 - 77,200
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	62,560 - 100,620	78,120 - 164,600	77,960 - 117,600	62,740 - 100,890	78,320 - 165,050	78,160 - 105,625	63,700 - 102,464	79,560 - 167,600	79,400 - 111,480
Hong Kong Nang Yan College of Higher Education	75,000	71,000 - 82,000	71,000	77,000	71,200 - 82,250	71,200	77,000	71,200 - 82,250	71,200 - 92,270
Hong Kong Shue Yan University	-	74,280	74,280	-	74,502 - 89,000	74,502	-	75,694 - 90,424	75,694 - 90,424
Lingnan University	-	100,000 - 140,000	90,000 - 140,000	-	100,000 - 140,000	90,000 - 140,000	-	100,000 - 140,000	90,000 - 140,000
Lingnan University – Lingnan Institute of Further Education	59,800 - 72,950	-	-	61,000 - 64,000	-	-	62,500 - 65,500	-	-
Saint Francis University ^[4]	62,375 - 97,250	79,460 - 154,350	79,760 - 82,755	56,000 - 97,540	79,695 - 154,810	79,993 - 83,000	57,960 - 99,100	80,965 - 157,280	81,270 - 84,320
The Chinese University of Hong Kong – School of Continuing and Professional Studies	61,800 - 86,940	-	-	63,000 - 90,390	-	-	64,200 - 93,495	-	-
The Education University of Hong Kong	-	-	98,000	-	-	98,000	-	-	98,000
The Hang Seng University of Hong Kong	-	91,855 - 114,005	93,743 - 115,893	-	91,855 - 114,650	94,330 - 120,330	-	93,905 - 116,480	95,830 - 122,250
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	61,350 - 73,013	-	78,750 - 104,580	63,900 - 76,005	-	80,700 - 107,235	66,450 - 79,028	-	82,650 - 109,890
The Hong Kong University of Science and Technology	-	259,500	-	-	264,250	-	-	274,878	-
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College ^[1]	57,000 - 79,000	61,600	65,980 - 112,500	59,000 - 82,000	64,000	60,600 - 112,500	59,000 - 82,000	66,400	60,600 - 112,500
Tung Wah College	60,750 - 98,200	69,525 - 153,600	75,400 - 141,900	60,930 - 97,510	69,730 - 157,120	75,620 - 142,320	61,900 - 100,425	70,840 - 159,630	76,820 - 144,590
UOW College Hong Kong ^[1]	50,400 - 84,950	71,500	74,000 - 96,000	56,700 - 87,050	71,500	74,000 - 96,000	56,700 - 87,050	72,000	75,000 - 96,000
Vocational Training Council ^{[1][5]}	57,600 - 59,000	85,800 - 111,540	66,880 - 111,540	57,600 - 59,000	85,965 - 111,870	67,032 - 111,870	60,200	87,285 - 113,520	68,096 - 113,520
Yew Chung College of Early Childhood Education	79,030	93,135	93,140	80,610	93,410	93,410	84,650	94,900	94,900
YMCA College of Careers	54,780 - 58,900	-	-	54,780 - 58,900	-	-	54,780 - 79,500	-	-

Notes:

- [1] The institution offers locally-accredited non-local FYFD and/or TUD programmes.
 - [2] Hong Kong Adventist College started offering SD programmes in the 2021/22 AY.
 - [3] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
 - [4] Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
 - [5] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- “-” Denotes that the relevant programmes were not offered by the institution in that AY.
- “#” Denotes that there is no intake in the relevant programmes of the institution in that AY.

**Average Annual Salaries of Graduates in Full-time Employment of
Full-time Locally-accredited Self-financing SD and Ug) Programmes
from the 2020/21 to 2021/22 AYs**

Institution	2020/21 AY		2021/22 AY	
	Average Annual Salary (\$)		Average Annual Salary (\$)	
	SD	Ug	SD	Ug
Caritas Bianchi College of Careers	245,300	-	225,100	-
Caritas Institute of Community Education	#	-	-	-
Centennial College	-	209,100	-	@
City University of Hong Kong – School of Continuing and Professional Education	-	168,000 - 204,000	-	191,300
Gratia Christian College	180,000	320,200	@	337,500
HKU SPACE Po Leung Kuk Stanley Ho Community College	170,500	-	185,000	-
Hong Kong Art School	@	@	144,000	150,000
Hong Kong Baptist University	-	200,500	-	222,500
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	177,000	207,300	189,500	232,200
Hong Kong Chu Hai College ^[1]	-	192,700	-	217,600
Hong Kong College of Technology and HKCT Institute of Higher Education	204,500	@	219,500	192,000
Hong Kong Institute of Technology	200,200	340,800	246,700	328,600
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education ^[2]	250,500	228,600	258,200	251,000
Hong Kong Nang Yan College of Higher Education	-	@	#	326,900
Hong Kong Shue Yan University	-	192,500	-	203,200
Lingnan University	-	-	-	@
Lingnan University – Lingnan Institute of Further Education	205,300	-	217,800	-
Saint Francis University ^[3]	248,100	346,600	268,400	344,800
The Chinese University of Hong Kong – School of Continuing and Professional Studies	194,600	@	223,700	-
The Education University of Hong Kong	-	228,000	-	240,200
The Hang Seng University of Hong Kong	-	204,800	-	208,800
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	183,400	197,700	191,000	220,500
The Hong Kong University of Science and Technology	-	@	-	@
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College	164,300	217,800	169,700	215,700
Tung Wah College	200,000	362,800	288,800	372,700
UOW College Hong Kong	182,000	195,100	237,900	210,300
Vocational Training Council ^[4]	192,400	206,000	225,500	221,000
Yew Chung College of Early Childhood Education	@	@	@	@
YMCA College of Careers	180,000	-	-	-

Notes:

Average annual salary only covers graduates in full-time employment who took part and provided salary information in the graduate employment surveys conducted by respective institutions. Figures include commission and other cash allowances (e.g. double pay, year-end payment / bonus, etc.).

[1] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.

[2] The Open University of Hong Kong has been retitled to Hong Kong Metropolitan University with effect from 1 September 2021.

[3] Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.

[4] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.

“-” Denotes that there were no graduates from the relevant programmes of the institution in that AY.

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

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

**Numbers of Students of Full-time Locally-accredited
Self-financing UG programmes by Institution and Place of Origin
from the 2021/22 to 2023/24 AYs**

AY	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2021/22	Centennial College	12	0	0	12
	City University of Hong Kong	18	1	7	26
	City University of Hong Kong – School of Continuing and Professional Education	484	0	0	484
	Gratia Christian College	147	0	0	147
	HKCT Institute of Higher Education	121	0	0	121
	Hong Kong Art School	109	0	3	112
	Hong Kong Baptist University	66	12	0	78
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 742	220	0	1 962
	Hong Kong Chu Hai College	216	137	3	356
	Hong Kong Institute of Technology	381	0	0	381
	Hong Kong Metropolitan University	8 157	1 605	8	9 770
	Hong Kong Nang Yan College of Higher Education	144	0	0	144
	Hong Kong Shue Yan University	3 374	391	0	3 765
	Lingnan University	17	166	0	183
	Saint Francis University	2 130	12	4	2 146
	The Education University of Hong Kong	320	59	2	381
	The Hang Seng University of Hong Kong	5 698	329	2	6 029
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 618	209	3	1 830
	The Hong Kong University of Science and Technology	10	13	136	159
	The University of Hong Kong – School of Professional and Continuing Education	337	1	10	348
	Tung Wah College	2 698	19	1	2 718
UOW College Hong Kong	281	0	1	282	
Vocational Training Council	3 863	35	9	3 907	
Yew Chung College of Early Childhood Education	142	0	1	143	
2022/23	City University of Hong Kong	18	1	7	26
	City University of Hong Kong – School of Continuing and Professional Education	264	0	0	264
	Gratia Christian College	177	0	0	177
	HKCT Institute of Higher Education	181	1	0	182
	Hong Kong Art School	109	0	5	114
	Hong Kong Baptist University	2	0	0	2
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 571	217	2	1 790
	Hong Kong Chu Hai College	173	77	5	255
	Hong Kong Institute of Technology	407	0	0	407
	Hong Kong Metropolitan University	8 091	1 447	8	9 546
	Hong Kong Nang Yan College of Higher Education	139	0	0	139
	Hong Kong Shue Yan University	3 166	427	2	3 595
	Lingnan University	65	340	1	406
	Saint Francis University	2 464	3	5	2 472
	The Education University of Hong Kong	154	38	2	194
	The Hang Seng University of Hong Kong	5 369	399	3	5 771
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 415	179	1	1 595
	The Hong Kong University of Science and Technology	11	10	125	146
	The University of Hong Kong – School of Professional and Continuing Education	270	1	27	298
	Tung Wah College	2 833	20	2	2 855
	UOW College Hong Kong	270	0	2	272
Vocational Training Council	2 985	49	6	3 040	

AY	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
	Yew Chung College of Early Childhood Education	110	0	0	110
2023/24 (Provisional figures)	City University of Hong Kong	8	1	5	14
	City University of Hong Kong – School of Continuing and Professional Education	168	0	0	168
	Gratia Christian College	205	0	0	205
	HKCT Institute of Higher Education	205	1	0	206
	Hong Kong Art School	94	0	5	99
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 427	211	2	1 640
	Hong Kong Chu Hai College	136	108	1	245
	Hong Kong Institute of Technology	394	0	0	394
	Hong Kong Metropolitan University	8 556	1 592	11	10 159
	Hong Kong Nang Yan College of Higher Education	150	0	0	150
	Hong Kong Shue Yan University	3 049	642	6	3 697
	Lingnan University	141	446	1	588
	Saint Francis University	2 987	3	5	2 995
	The Education University of Hong Kong	121	15	1	137
	The Hang Seng University of Hong Kong	5 146	505	3	5 654
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 341	185	1	1 527
	The Hong Kong University of Science and Technology	16	8	131	155
	The University of Hong Kong – School of Professional and Continuing Education	237	1	2	240
	Tung Wah College	3 150	62	2	3 214
	UOW College Hong Kong	197	0	2	199
	Vocational Training Council	2 695	339	3	3 037
	Yew Chung College of Early Childhood Education	104	0	2	106

Notes:

1. Figures include students of first-year-first-degree and top-up degree programmes.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. Centennial College has ceased to admit new students from the 2019/20 AY.
4. Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
5. Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
6. Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education and Technological and Higher Education Institute of Hong Kong.

**Total Tuition Fees and Numbers of Students by Place of Origin of
Locally-accredited Self-financing RPg Programmes by Institution
from the 2020/21 to 2022/23 AYs**

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2021/22	City University of Hong Kong	@	134	1 548	131	1 813
	Hong Kong Baptist University	@	47	195	17	259
	Lingnan University	@	6	8	9	23
	The Chinese University of Hong Kong	@	276	557	44	877
	The Education University of Hong Kong	@	6	7	5	18
	The Hong Kong Polytechnic University	@	197	850	130	1 177
	The Hong Kong University of Science and Technology	@	246	1 045	151	1 442
	The University of Hong Kong	@	304	469	58	831
	Hong Kong Metropolitan University	@	27	4	1	32
	Hong Kong Shue Yan University	138,000 - 207,000		18	2	0
2022/23	City University of Hong Kong	@	139	1 754	113	2 006
	Hong Kong Baptist University	@	56	228	19	303
	Lingnan University	@	12	16	8	36
	The Chinese University of Hong Kong	@	272	650	41	963
	The Education University of Hong Kong	@	3	7	11	21
	The Hong Kong Polytechnic University	@	242	1 064	127	1 433
	The Hong Kong University of Science and Technology	@	229	1 072	133	1 434
	The University of Hong Kong	@	323	551	57	931
	Hong Kong Metropolitan University	@	30	7	1	38
	Hong Kong Shue Yan University	138,000 - 207,000		17	9	1
2023/24 (Provisional figures)	City University of Hong Kong	@	163	1922	84	2 169
	Hong Kong Baptist University	@	69	315	17	401
	Lingnan University	@	12	16	8	36
	The Chinese University of Hong Kong	@	283	688	44	1 015
	The Education University of Hong Kong	@	3	7	8	18
	The Hong Kong Polytechnic University	@	268	1 299	105	1 672
	The Hong Kong University of Science and Technology	@	212	1 184	100	1 496
	The University of Hong Kong	@	333	639	58	1 030
	Hong Kong Metropolitan University	@	*	*	*	*
	Hong Kong Shue Yan University	138,000 - 207,000		*	*	*

Notes:

1. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. The tuition fees above are based on the normal study period.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. “@” denotes that the relevant information is not available from the institution.
4. “*” denotes that the institution has yet to provide the relevant information for that AY.
5. Figures for students of self-financing RPg programmes include fully self-financing RPg students; and if RPg students are financed by the University Grant Committee (UGC)-funded universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.

**Total Tuition Fees and Number of Students by Place of Origin of
Locally-accredited Self-financing TPg Programmes by Institution
from the 2020/21 to 2023/24 AYs**

AY	Institution	Total Tuition Fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2021/22	City University of Hong Kong	62,400-1,000,000	1 676	3 197	51	4 924
	Hong Kong Baptist University	60,000-678,000	1 392	2 146	66	3 604
	Hong Kong Baptist University – School of Continuing Education	65,000	106	1	2	109
	Hong Kong Chu Hai College	100,000-220,000	71	216	8	295
	Hong Kong Metropolitan University	18,420-237,300	301	933	22	1 256
	Hong Kong Shue Yan University	76,800-180,000	88	8	3	99
	Lingnan University	52,000-213,000	170	1 279	28	1 477
	Saint Francis University	144,800	20	0	0	20
	The Chinese University of Hong Kong	78,400-780,800	5 826	3 313	92	9 231
	The Education University of Hong Kong	120,000-450,000	753	1 116	17	1 886
	The Hang Seng University of Hong Kong	103,140-300,000	77	132	8	217
	The Hong Kong Academy for Performing Arts	202,000-244,200	94	48	6	148
	The Hong Kong Polytechnic University	108,000-907,800	4 945	3 530	123	8 598
	The Hong Kong University of Science and Technology	60,000-1,800,000	1 131	2 585	221	3 937
	The University of Hong Kong	28,000-1,639,500	6 303	4 260	260	10 823
	The University of Hong Kong – School of Professional and Continuing Education	15,500-67,000	1 159	7	30	1 196
2022/23	City University of Hong Kong	64,800-1,000,000	1 487	4 471	44	6 002
	Hong Kong Baptist University	60,000-678,000	1 258	2 418	68	3 744
	Hong Kong Baptist University – School of Continuing Education	65,000	68	1	0	69
	Hong Kong Chu Hai College	100,000-220,000	74	621	1	696
	Hong Kong Metropolitan University	74,000-237,300	330	1 301	14	1 645
	Hong Kong Shue Yan University	72,000-210,000	118	12	4	134
	Lingnan University	95,000-968,000	145	1 847	29	2 021
	Saint Francis University	154,090	40	0	0	40
	The Chinese University of Hong Kong	79,200-1,650,000	5 824	3 881	106	9 811
	The Education University of Hong Kong	120,000-450,000	655	1 532	18	2 205
	The Hang Seng University of Hong Kong	91,680-300,000	66	367	10	443
	The Hong Kong Academy for Performing Arts	202,000-244,200	99	60	2	161
	The Hong Kong Polytechnic University	120,000-907,800	4 547	4 104	87	8 738
	The Hong Kong University of Science and Technology	60,000-1,800,000	1 107	2 964	200	4 271
	The University of Hong Kong	28,000-1,639,500	5 991	6 437	246	12 674
	The University of Hong Kong – School of Professional and Continuing Education	17,500-67,000	934	14	36	984

AY	Institution	Total Tuition Fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2023/24 (Provisional figures)	City University of Hong Kong	158,400-1,000,000	*	*	*	*
	Hong Kong Baptist University	100,000-315,000	*	*	*	*
	Hong Kong Baptist University – School of Continuing Education	66,300	*	*	*	*
	Hong Kong Chu Hai College	100,000-220,000	*	*	*	*
	Hong Kong Metropolitan University	67,800-237,300	*	*	*	*
	Hong Kong Shue Yan University	72,000-210,000	*	*	*	*
	Lingnan University	95,000-1,072,511	*	*	*	*
	Saint Francis University	159,480	*	*	*	*
	The Chinese University of Hong Kong	83,200-1,650,000	*	*	*	*
	The Education University of Hong Kong	120,000-421,200	*	*	*	*
	The Hang Seng University of Hong Kong	99,840-172,800	*	*	*	*
	The Hong Kong Academy for Performing Arts	202,000-244,200	*	*	*	*
	The Hong Kong Polytechnic University	129,600-907,800	*	*	*	*
	The Hong Kong University of Science and Technology	65,000-1,800,000	*	*	*	*
	The University of Hong Kong	28,000-1,639,500	*	*	*	*
	The University of Hong Kong – School of Professional and Continuing Education	17,500-66,000	*	*	*	*

Notes:

1. Self-financing TPg programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of 1 year, Postgraduate Diploma, Master's and Doctoral degree programmes.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
4. Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
5. “**” denotes that the institution has yet to provide the relevant information for that AY.

- End -

CONTROLLING OFFICER'S REPLY

EDB160

(Question Serial No. 2124)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

- (1) What were the respective numbers, percentages, median ages, median lengths of teaching service and wastage rates, and the total numbers of teachers appointed as graduate teachers and certificated masters/mistresses in public sector primary, secondary, and special schools in the past 3 years? In respect of certificated masters/mistresses, what were the number, percentage, median age, median length of teaching service and wastage rate of those with a recognised degree?
- (2) Has the Education Bureau devised long-term policy measures to ensure stability of the education ecosystem? If yes, what are the details? If no, what are the reasons?

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

Reply:

(1)

Under the all-graduate teaching force policy, all teacher posts within the approved establishment of public sector schools are graduate teacher posts. In principle, only teachers without a local bachelor's degree (or equivalent) or those who choose not to be regraded as graduate teachers of their own accord will remain in the non-graduate teacher posts. Hence, the number of non-graduate teachers on the approved establishment has continued to decrease.

The numbers and median ages of teachers appointed as graduate teachers and non-graduate teachers (including non-graduate teachers with Bachelor's degree or above) within the approved establishment and teachers outside the approved establishment (i.e. temporary teachers/teachers employed under other grants) in public sector schools, their proportions among all teachers concerned, and the respective numbers of drop-out teachers and wastage rates from the 2020/21 to 2022/23 school years are set out at Annex.

As the Education Bureau (EDB) has started collecting information on the length of service of in-service primary and secondary school teachers since the 2023/24 school year, relevant statistics will only be available starting from the 2024/25 school year onwards.

(2)

EDB has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. With the declining school-age population, the demand for teachers would decrease correspondingly. We will continue to monitor the situation and maintain close communication with the school sector.

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

Numbers and median ages of teachers appointed as graduate teachers and non-graduate teachers within the approved establishment and teachers outside the approved establishment (i.e. temporary teachers/teachers employed under other grants) in public sector schools, their proportions among all teachers concerned, and the respective numbers of drop-out teachers and wastage rates from the 2020/21 to 2022/23 school years

School year	Graduate teachers within the approved establishment					Non-graduate teachers within the approved establishment									Teachers outside the approved establishment				
						All					With Bachelor's degree or above								
	No. of teachers	Proportion among all teachers (%)	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Proportion among all teachers (%)	Median age	No. of drop-out teachers	Wastage rate (%)	No. of teachers	Proportion among non-graduate teachers (%)	Median age	Wastage rate (%)	No. of teachers	Proportion among all teachers (%)	Median age	No. of drop-out teachers	Wastage rate (%)
Primary schools (government and aided)																			
2020/21	19 980	87.8	42	560	2.8	510	2.2	50	70	9.3	200	38.3	47	9.1	2 260	9.9	28	330	14.9
2021/22	19 840	88.2	42	1 220	6.1	380	1.7	51	70	14.3	130	33.9	48	13.3	2 280	10.1	28	310	13.9
2022/23	19 400	87.4	42	1 520	7.6	270	1.2	51	60	16.6	80	28.5	49	13.2	2 530	11.4	28	340	14.8
Secondary schools (government, aided and caput)																			
2020/21	19 680	86.1	44	790	4.0	250	1.1	53	30	8.7	80	33.1	51	6.6	2 910	12.8	28	210	8.1
2021/22	19 490	85.2	44	1 460	7.4	200	0.9	54	40	16.9	60	30.2	53	20.2	3 200	14.0	27	280	9.5
2022/23	19 280	84.2	43	1 830	9.4	140	0.6	54	40	18.6	40	24.8	54	18.3	3 470	15.2	26	370	11.5
Special schools																			
2020/21	1 930	95.3	39	90	5.0	40	2.0	53	10	6.5	10	32.5	44	8.1	60	2.7	32	10	17.4
2021/22	1 960	95.7	39	170	8.9	30	1.5	53	10	17.5	10	30.0	46	7.7	60	2.8	29	10	20.0
2022/23	1 940	95.8	40	220	11.4	20	1.0	55	(less than 5)	13.3	10	30.0	52	11.1	70	3.2	30	10	15.5

Notes:

- (1) Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
- (2) Numbers of teachers/drop-out teachers are rounded to the nearest 10. The proportions among non-graduate teachers are calculated based on the unrounded figures.
- (3) Teachers outside the approved establishment in public sector special schools only cover temporary teachers.
- (4) "Wastage rate" refers to the number of "drop-out teachers" as a percentage of the total number of teachers concerned in the preceding school year. "Drop-out teachers" of the public sector ordinary schools refer to the teachers who were serving in public sector ordinary schools in the preceding school year but were no longer serving in any local ordinary schools in the school year concerned. "Drop-out teachers" of the public sector special schools refer to the teachers who were serving in public sector special schools in the preceding school year but were no longer serving in any public sector special schools in the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB161****(Question Serial No. 2125)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding exchange on the Mainland, please provide the numbers of student beneficiaries under the Mainland University Study Subsidy Scheme (MUSSS) and the amounts of subsidy disbursed in the past 3 years. What are the expenditure and manpower arrangements for implementing MUSSS in 2024-25?

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

In the 2021/22 academic year, the full-rate means-tested subsidy, half-rate means-tested subsidy and non-means-tested subsidy under the Mainland University Study Subsidy Scheme (MUSSS) were \$16,800, \$8,400 and \$5,600 respectively. As for the 2022/23 and 2023/24 academic years, the means-tested and non-means-tested subsidies under MUSSS are disbursed according to the distance between the location of institutions and Hong Kong, which is grouped under the following 3 categories –

Type of Subsidy	Category I	Category II	Category III
	Distance between the location of institutions and Hong Kong		
	Less than 450 km	Between 450 km and 1 000 km	Above 1 000 km
Full-rate means-tested subsidy	\$17,700	\$18,400	\$19,400
Half-rate means-tested subsidy	\$8,900	\$9,200	\$9,700
Non-means-tested subsidy	\$5,900	\$6,200	\$6,500

The numbers of student beneficiaries and the amounts of subsidy disbursed under MUSSS in the past 3 years are tabulated below –

Academic year	2021/22	2022/23	2023/24 (as at early March 2024)
Total no. of student beneficiaries	4 422	4 551	4 389*
Amount of subsidy disbursed (\$)	56 million	62 million	60 million [@]

* About 200 applications for the 2023/24 academic year are currently being processed. About 4 500 students are expected to benefit from MUSSS during the year.

[@] The total estimated amount of subsidy to be disbursed during the year is around \$62 million.

The expenditure, number of student beneficiaries and manpower arrangements under MUSSS in the coming year are expected to be comparable to those in the 2023/24 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB162

(Question Serial No. 2126)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

1. Please provide statistics on the numbers of Hong Kong residents' children pursuing studies in universities in the Mainland or other places, the place and the year of study of these students in the past 5 years.
2. Please provide statistics on the numbers of Hong Kong residents' children pursuing studies in secondary schools in the Mainland or other places, the place and the year of study of these students in the past 5 years.

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

Reply:

1. The numbers of Secondary 6 graduates pursuing further studies outside Hong Kong from the 2018/19 to 2022/23 academic years based on the findings of the Secondary 6 Students' Pathway Survey conducted by the Education Bureau (EDB), with a breakdown by place of study and type of programmes are tabulated at Annex.
2. Since EDB does not collect data on Hong Kong residents' children pursuing studies in secondary schools outside Hong Kong, the relevant statistics are not available.

Numbers of Secondary 6 graduates pursuing further studies outside Hong Kong from the 2018/19 to 2022/23 academic years by place of study and type of programmes

Place of further study outside Hong Kong	Type of programmes			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
2018/19 academic year				
The Mainland	1 062	87	80	1 229
Taiwan	864	22	11	897
The United Kingdom	736	128	27	891
Australia	357	100	37	494
The United States of America	142	49	16	207
Canada	107	20	8	135
Others	250	45	101	396
Total	3 518	451	280	4 249
2019/20 academic year				
The Mainland	1 618	117	142	1 877
Taiwan	1 509	49	19	1 577
The United Kingdom	916	126	29	1 071
Australia	511	112	29	652
The United States of America	122	30	5	157
Canada	224	31	15	270
Others	270	56	79	405
Total	5 170	521	318	6 009
2020/21 academic year				
The Mainland	1 678	187	120	1 985
Taiwan	1 218	28	6	1 252
The United Kingdom	1 036	146	51	1 233
Australia	322	81	19	422
The United States of America	107	23	9	139
Canada	227	57	21	305
Others	219	36	54	309
Total	4 807	558	280	5 645

Place of further study outside Hong Kong	Type of programmes			
	Bachelor's degree programmes	Post-secondary programmes	Other full-time programmes	All
2021/22 academic year				
The Mainland	1 560	176	133	1 869
Taiwan	767	18	9	794
The United Kingdom	915	173	25	1 113
Australia	305	100	16	421
The United States of America	74	26	7	107
Canada	188	52	11	251
Others	145	33	56	234
Total	3 954	578	257	4 789
2022/23 academic year (provisional figures)				
The Mainland	1 278	76	77	1 431
Taiwan	422	8	5	435
The United Kingdom	722	98	22	842
Australia	287	55	21	363
The United States of America	70	13	4	87
Canada	146	66	20	232
Others	138	18	63	219
Total	3 063	334	212	3 609

Notes:

- (1) Figures refer to the position as at October of the year of graduation.
- (2) The survey covered all Secondary 6 graduates of ordinary secondary day schools offering local curriculum in Hong Kong.
- (3) Places of further study are arranged in descending order of the total number of Secondary 6 graduates in the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB163****(Question Serial No. 2127)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please list the local government, aided and Direct Subsidy Scheme schools that have formed sister schools with their counterparts in the Mainland in the past 3 years, as well as the related expenditures and specific exchange measures; and the planning and budget for 2024-25.

Asked by: Hon TANG Fei (LegCo internal reference no.: 11)Reply:

According to the information submitted by schools, as of March 2024, a total of 932 local public sector and Direct Subsidy Scheme schools (including special schools) have formed 2 816 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools). The number of local schools with sister school pairs and the number of sister school pairs have increased by 190 and 798 respectively in comparison with the figures as of March 2022. The Education Bureau (EDB) provides these local schools with a recurrent grant and professional support. The grant is set at about \$163,000 per school for the 2023/24 school year, and the amount will be adjusted in accordance with the movement of the Composite Consumer Price Index. The total numbers of schools provided with the grant from EDB and the expenditures involved in the past 3 years, broken down by school year, are set out in the table below –

School year	Total no. of schools applied for and provided with the grant*	Expenditure of the grant (\$ million)
2020/21	665	103.72
2021/22	727	112.83
2022/23	830	129.31

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

All along, schools arrange exchange activities (such as school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels based

on their school-based development needs. Schools may publish information of their sister schools and exchange activities on their websites or through other channels. As schools are not required to provide us with details of all their exchange activities, the relevant information is not available.

The modes of sister school exchange activities are multi-faceted. Apart from visits to sister schools in the Mainland, online exchanges can also be organised for schools to learn from each other and share their experiences and insights at the school management, teacher and student levels. Sister schools are encouraged to draw on good practices and develop online exchanges as an ongoing effort, so as to facilitate real-time interaction and sharing among students and teachers, while actively arranging on-site exchange activities for the same to gain first-hand exposure to local culture and an understanding of our motherland. We look forward to sister schools adopting the dual-track mode of exchanges to further strengthen mutual communication and interaction, as well as enhancing the effectiveness of the exchanges among sister schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 2128)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Government's talent-tracting policies in recent years, please provide the following information on applicants' children (dependants) who pursue studies in Hong Kong

- (1) the ages of these dependants and the grade levels they enrol at in Hong Kong;
- (2) the numbers of these dependants in each type of schools (i.e. public sector/aided schools, Direct Subsidy Scheme schools, international/private schools);
- (3) the Education Bureau's assessments of the changes in school-age population resulting from the various talent admission schemes;
- (4) the policy measures in place to address the changing school-age population and the estimated expenditures involved.

Asked by: Hon TANG Fei (LegCo internal reference no.: 12)

Reply:

(1) to (2)

According to the information from the Immigration Department and the Labour and Welfare Bureau, a total of 56 121 unmarried dependent children under the age of 18 were permitted to come to Hong Kong as dependants under various talent admission schemes in 2023-24 (as at February 2024). These dependants are not required to obtain prior permission from the Director of Immigration for receiving education in Hong Kong. On the part of primary and secondary schools, they do not need to report to the Education Bureau (EDB) for admitting such dependants. Hence, the Government does not have statistics on the number of the relevant dependants studying in Hong Kong.

(3) to (4)

In planning for the provision of Primary One (P1) and Secondary One (S1) places in public sector schools, EDB takes into account various factors, including the Census and Statistics Department's projected school-age population in Hong Kong, the number of cross-boundary students, the number of school-age newly-arrived children, the demands arising from various talent admission schemes and initiatives, as well as the wastage of students between school years (such as students emigrating, transferring to private or international schools, pursuing studies overseas or in the Mainland), so as to ensure a sufficient provision of school places to meet the demands for P1 and S1 places. Currently, there are sufficient school places available in public sector primary and secondary schools for eligible school children. EDB provides school placement support services for all children aged 6 to 15 who are eligible to enrol in public sector schools, including students who are dependants of persons permitted to stay in Hong Kong under various talent admission schemes and study in primary and secondary schools, to receive free primary and secondary education. The 4 Regional Education Offices (REO) under EDB, namely Hong Kong, Kowloon, New Territories East and New Territories West, provide school placement services for eligible newly-arrived children in need. Parents can directly contact the nearby REO in the district where their children reside for school placement services. Parents can also apply directly to respective schools for admission of their children. Moreover, parents may make reference to the school lists by district on EDB website as well as Primary School Profiles or Secondary School Profiles on the website of Committee on Home-School Co-operation for information about individual primary and secondary schools. As the planning for school places and school placement support services are part of EDB's regular work, the expenditures and estimates involved are subsumed under the overall expenditure of EDB, and hence a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB165

(Question Serial No. 2129)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

1. Please set out the expenditures and promotional projects involved in promoting “One Country, Two Systems”, the Basic Law, the Constitution and national security education in kindergartens, primary and secondary schools, and tertiary institutions, as well as the average amount of related education expenditure per student in the past 3 years.
2. Will the Government increase the provision of resources to expand the scope of projects on the fronts of national education and national security education? If yes, what are the specific details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 13)

Reply:

(1) and (2)

The Education Bureau (EDB) has been adopting a wide array of measures with a “multi-pronged and co-ordinated” approach, including providing curriculum guides, developing learning and teaching resources, providing training for teachers, and organising life-wide learning activities for students to support kindergartens, primary and secondary schools in continuously strengthening national education, which encompasses the promotion of “One Country, Two Systems”, Constitution and Basic Law education and national security education (NSE). Such measures aim at enabling teachers and students to understand that the underlying goal of “One Country, Two Systems” is to safeguard the sovereignty, security and development interests of our country, which marks the cornerstone of the long-term prosperity and stability of Hong Kong, thereby cultivating among them an awareness of and a sense of responsibility for safeguarding national security.

Curriculum development

EDB has all along been committed to strengthening national education, including promoting “One Country, Two Systems”, Constitution and Basic Law education, and NSE. Relevant learning elements have all along been embedded in various subjects of the primary and secondary curricula, such as General Studies (GS)/Primary Humanities (PH), Chinese Language, Chinese History, History, Citizenship, Economics and Society (CES) at the junior secondary level, and Citizenship and Social Development (CS) at the senior secondary level. In the past 3 years, EDB has been continuously strengthening national education through enhancement of the primary and secondary curricula, including launching the Curriculum Framework of National Security Education in Hong Kong and curriculum frameworks of NSE for 15 related subjects in 2021 for schools’ reference to facilitate the holistic planning of and whole-school participation in promoting NSE; releasing in September 2022 the Primary Education Curriculum Guide (Pilot Version) which encompasses the learning elements of national education and NSE; replacing Liberal Studies with CS starting with Secondary 4 in the 2021/22 school year; and replacing Life and Society with CES at the junior secondary level starting with Secondary 1 in September 2024 with such learning content as Constitution and Basic Law education, “One Country, Two Systems” and NSE incorporated. In kindergarten education, understanding of Chinese culture with a view to cultivating national identity has been one of the learning objectives of the learning area “Self and Society” in the kindergarten education curriculum. The Kindergarten Education Curriculum Guide and teaching materials (including textbooks) have incorporated relevant elements, such as helping children understand Hong Kong’s status as part of our country and their Chinese identity, introducing basic facts about the national flag, national anthem, national emblem, regional flag and regional emblem; and educating children to abide by the law and take good care of public property.

Learning and teaching resources

EDB has set up an online resources platform “National Education One-stop Portal” (<http://www.edb.gov.hk/en/neosp>) to cover different themes such as Constitution and Basic Law education and NSE, national symbols and signs, Chinese history and Chinese culture, as well as museum learning. The platform offers a variety of learning and teaching resources such as resources on the Constitution of the People’s Republic of China, the theme-based resources webpage “Getting to know the National Flag, National Emblem, National Anthem, Regional Flag and Regional Emblem”, NSE Online Learning Platform, NSE Exhibition Boards, “Chinese Civilisation – National Education and National Security Education Learning and Teaching Resources” for primary and secondary schools, Constitution and Basic Law Online Learning Course for Upper Primary and Junior Secondary Students, “Little National Affairs Experts” Interactive Quiz Game Resource Pack, “Chinese Virtues from Ancient to Modern Times – Traditional Virtues and Positive Values Learning Resource Package” and online games. The above learning and teaching resources are conducive to facilitating a more comprehensive understanding of our country and fostering a sense of national identity and an awareness of safeguarding national security among students.

Training for teachers

Starting from the 2020/21 school year, EDB has included contents about Constitution, Basic Law and NSE in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in

November 2020 up to end-February 2024, around 18 000 principals and teachers have taken part in the programmes. Moreover, EDB collaborated with expert organisations to organise 12 rounds of Reinforcing the Rule of Law programme between the 2020/21 and 2023/24 school years. The programme helped teachers learn about the constitutional status and the rule of law of Hong Kong in a systematic manner, and a total of about 1 200 principals and teachers had participated in the programme. In addition, EDB organises Mainland study tours for newly-joined teachers and promoted teachers, as well as in-service teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of the country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total.

Meanwhile, EDB continues to organise different modes of professional training activities in support of the curriculum for in-service teachers so as to deepen their understanding of “One Country, Two Systems”, Constitution and Basic Law education and NSE. For example, in support of the curriculum, new professional development programmes on GS and PH have been organised since the 2022/23 school year with a view to enhancing teachers' professional capability in teaching topics related to national security and those related to national development. As for CES at the junior secondary level, Online Knowledge Enrichment Programmes on National Education cum Citizenship, Economics and Society have also been conducted. An ongoing series of teacher training programmes on themes related to the CS curriculum at the senior secondary level has been offered, covering professional knowledge on “One Country, Two Systems”, the Constitution, the Basic Law, national security and national affairs. Furthermore, in the 2021/22 and 2022/23 school years, EDB organised the “Onsite Teacher Workshop on National Security Education” for all primary and secondary schools in Hong Kong implementing the local curriculum (including special schools). All publicly-funded primary and secondary schools completed the workshops. Starting from the 2022/23 school year, EDB has been organising “National Security Education Learning Circles” for primary and secondary schools respectively to facilitate the continuous enhancement and promotion of NSE. In the 2023/24 school year, EDB organises “Onsite Enrichment Seminars on National Security Education” for secondary schools implementing the local curriculum to deepen teachers' understanding of the holistic approach to national security by providing explanations and examples regarding the major fields of national security, and strengthen their understanding of the implementation of NSE in different Key Learning Areas/subjects. In addition, EDB also organises online programmes to allow more teachers to participate in the training activities, including knowledge enrichment/advanced online courses on the Constitution and the Basic Law and Online Knowledge Enrichment Programmes on national education and national security education.

Life-wide learning activities

EDB continues to organise diversified territory-wide student activities, such as the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day Online Quiz Competition, the National Constitution Day Online Quiz Competition, as well as the Constitution and Basic Law Student Ambassadors Training Scheme. For three consecutive years starting from the 2021/22 school year, EDB and the Security Bureau (SB) have jointly organised the “Let's Join Hands in Safeguarding National Security” Programme, which comprises activities including an online quiz competition, slogan-cum-poster design

competition, school bulletin board design competition and writing competition. In the 2023/24 school year, EDB, the Department of Justice, SB and Hong Kong Shine Tak Foundation also jointly organised the Territory-wide Inter-school National Security Knowledge Challenge. To facilitate schools' organisation of school-based activities on national education, patriotic education and NSE on important dates, EDB also compiles an annual "National Education – Event Planning Calendar" to provide examples of learning activities and related learning and teaching resources.

In addition, being the school sponsoring body (SSB) of government schools, EDB has taken the lead, in the 2022/23 school year, in launching a series of inter-school national education activities under the theme of "Love Our Home, Treasure Our Country". In the 2023/24 school year, EDB has also joined hands with other SSBs and school councils to launch the "Love Our Home, Treasure Our Country 2.0" series of inter-school national education activities.

Mainland exchange programmes and study tours for students form an important part of national education, including national affairs education and NSE, supporting students to enhance their understanding of the history, culture, technology and development of our country through first-hand experience and strengthen their sense of national identity. EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. The numbers of students joining Mainland exchange programmes from the 2021/22 to 2023/24 school years and the expenditures involved are as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million) @
2021/22 [#]	0	0
2022/23 ⁺	600	2.1
2023/24 ⁺⁺	72 700	78.8

@ Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

Mainland exchange programmes for students were suspended due to the epidemic

+ Actual figures revised from last year's estimates

++ Provisional figures

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary CS subject. All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. In the 2022/23 to 2023/24 school years, the numbers of senior secondary students joining CS Mainland study tours and the expenditures involved are as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million) @
2022/23 ⁺	43 300	29.9
2023/24 ⁺⁺	52 300	82.6

@ Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

+ Actual figures revised from last year's estimates

++ Provisional figures

Resources support

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

In addition, EDB provided Scheme-KGs with a one-off Grant for Procurement of National Flag and Movable Flagpole in the 2021/22 school year to support them in the purchase of national flags and movable flagpoles. The expenditure involved was about \$2.3 million. EDB also provided Scheme-KGs with a one-off Grant for Promotion of Chinese Art and Culture in March 2023. The Grant was enhanced in March 2024 to, inter alia, increase the amount of subsidy, extend the deployment period of the Grant, so as to strengthen support for KGs to organise more diversified school-based activities of Chinese culture, and further promote students' understanding and appreciation of Chinese culture from an early age, cultivate in them a sense of national identity, as well as their sense of belonging, pride and affection for our country. The total expenditure involved is about \$232 million. KGs may use the Grant to organise diversified school-based activities, such as formulating learning themes related to Chinese culture, purchasing resources to organise experiential learning activities and interesting games, arranging visits or cultural performance appreciation tours, as well as providing picture books to encourage children and parents to read.

Post-secondary institutions

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

Post-secondary institutions also offer students learning opportunities within and outside the classroom to enhance their awareness of our country's history and culture, constitutional order and the latest development in various aspects, thereby helping them gain a deeper understanding of our country, develop a stronger sense of national identity, and achieve an enhanced sense of national security, law-abidingness and civic duty. As post-secondary institutions may continue to flexibly utilise their resources to take forward the promotion of education and research on such topics as national education and NSE, a breakdown of the expenditure involved is not available. Since liaising with and rendering appropriate support to post-secondary institutions on related matters is part of EDB's routine, the manpower and expenditure involved are subsumed under the overall estimated expenditure and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 2130)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

According to the 2024-25 Estimates of Expenditure for education, the 2024-25 estimate for Other Educational Services and Subsidies is significantly lower than the 2023-24 revised estimate by \$693.9 million (30.4%). Will the Government advise this Committee of the major area of reduction and the reason behind it?

Asked by: Hon TANG Fei (LegCo internal reference no.: 14)

Reply:

The 2024-25 estimate under Programme (6) Other Educational Services and Subsidies is \$693.9 million (30.4%) lower than the 2023-24 revised estimate. This is mainly due to the completion of the injection of an additional \$600 million into the Gifted Education Fund by the Education Bureau in 2023-24.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 2131)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Student suicides in Hong Kong in recent years is an issue that must not be taken lightly. In this connection, will the Education Bureau (EDB) advise this Committee of the following –

- (1) the number of student suicides/suicide attempts in the past 3 years and the age groups involved;
- (2) the efforts made by EDB in the past 3 years to prevent student suicides and address student mental health, and the expenditure involved; and
- (3) whether additional resources will be allocated in the coming year to step up efforts in preventing student suicides and addressing student mental health; if yes, of the specific arrangements; if no, of the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 15)

Reply:

(1)

The Education Bureau (EDB) has all along required primary and secondary schools to report suspected fatal suicide cases of students in order to provide appropriate professional support to the schools concerned. The numbers of cases in 2021, 2022 and 2023 were 25, 25 and 32 respectively. Of these cases, students aged 12 and above accounted for about 96% of the total cases, while students aged under 12 accounted for about 4%. EDB does not collect statistics on the number of attempted student suicide cases from schools.

(2) to (3)

EDB attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students

with mental health needs (including those with suicidal risk) through the school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects. In addition to disseminating information and online resources for promoting student mental health among schools and parents through various channels, EDB has been continuously promoting diversified student development programmes, so as to enhance students’ resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditures for 2020-21, 2021-22 and 2022-23 were \$77 million, \$86 million and \$87 million respectively, while the relevant expenditure (revised estimate) for 2023-24 was about \$91 million. To further promote student mental health, EDB launched the “Mental Health Literacy” resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure is about \$700,000. Besides, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the “gatekeeper” training, thematic course for teachers, which focuses on the needs of students with mental illness, and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. Moreover, EDB has set up the “Mental Health@School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. To further strengthen relevant training, EDB provided over 40 additional workshops for teachers and school guidance personnel in the 2023/24 school year, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HKB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department (SWD), has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, schools’ multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and

manpower related to the above initiatives at the Indicated level are subsumed under the Government's recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government's recurrent expenditure, no breakdown is available.

As for parent education, EDB has all along been promoting home-school co-operation and parent education, and organising activities and seminars for parents from time to time to help them understand the growth and development needs of their children, identify early signs of children's emotional problems and foster positive thinking in their children. EDB has also launched the one-stop parent education website "Smart Parent Net" (parent.edu.hk) to provide parents with easy access to information on supporting the physical and psychological development of students. Besides, EDB has been running the territory-wide Positive Parent Campaign since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents' positive thinking to help children grow up happily. EDB's expenditures on promoting home-school co-operation and parent education in 2020-21, 2021-22 and 2022-23 were about \$65.63 million, \$140 million and \$180 million respectively.

EDB will continue to collaborate with various government departments and organisations to promote mental health and prevent student suicide in a more holistic way, jointly establish a support network and foster a culture of acceptance and care, and enhance the mental health literacy of parents, teachers and students, thereby promoting students' physical and psychological well-being.

- End -

CONTROLLING OFFICER'S REPLY

EDB168

(Question Serial No. 2132)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- (1) Please advise this Committee of the expenditures on teacher professional training in relation to “One Country, Two Systems”, the Basic Law, the Constitution and national security education, as well as the average amount of related training expenditure per teacher in the past 3 years.
- (2) To complement the Basic Law Article 23 legislation, will the Government increase the provision of resources for or expand the scope of teacher training in national education and national security education? If yes, what are the specific details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 16)

Reply:

(1) and (2)

Professional training for teachers

Starting from the 2020/21 school year, the Education Bureau (EDB) has included contents about the Constitution, the Basic Law and national security education (NSE) in the core training programmes for newly-joined teachers, in-service teachers and teachers aspiring for promotion. Since the rollout of these programmes in November 2020 up to end-February 2024, around 18 000 principals and teachers have taken part in the programmes. Moreover, EDB collaborated with expert organisations to organise 12 rounds of Reinforcing the Rule of Law programme between the 2020/21 and 2023/24 school years. The programme helped teachers learn about the constitutional status and the rule of law of Hong Kong in a systematic manner, and a total of about 1 200 principals and teachers had participated in the programme.

EDB has also introduced measures on entry requirement to promote teachers' correct understanding of the Basic Law and the National Security Law. Starting from the 2022/23 school year, newly-appointed regular teachers in public sector schools are required to pass the Basic Law Test (BLT). Starting from the 2023/24 school year, the requirement for teachers

to pass BLT has extended to all Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme. Contract teachers remunerated with cash grant are also required to obtain a pass in the test. The test covers both the Basic Law and the National Security Law.

In addition, EDB organises Mainland study tours for newly-joined teachers and promoted teachers, as well as for in-service teachers, so that they can, through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites, gain deeper understanding of the latest development of the country, the opportunities brought to Hong Kong and how Hong Kong can contribute to the country's development, thereby broadening their horizons. From April 2023 to end-February 2024, EDB organised a total of 28 Mainland study tours for more than 3 000 teachers in total.

Teacher training in support of the curriculum

Learning elements related to “One Country, Two Systems”, Constitution and Basic Law education, and NSE have all along been embedded in various subjects of the primary and secondary curricula, such as General Studies (GS)/Primary Humanities (PH), Chinese Language, Chinese History, History, Citizenship, Economics and Society (CES) at the junior secondary level, and Citizenship and Social Development (CS) at the senior secondary level. In the past 3 years, subject sections have organised professional training activities in support of the curriculum in different modes for in-service teachers so as to deepen their understanding of “One Country, Two Systems”, Constitution and Basic Law education and NSE. For example, in support of the curriculum, new professional development programmes on GS and PH have been organised since last school year with a view to enhancing teachers' professional capability in teaching topics related to national security and those related to national development. As for CES at the junior secondary level, Online Knowledge Enrichment Programmes on National Education cum Citizenship, Economics and Society have also been conducted. An ongoing series of teacher training programmes on themes related to the CS curriculum at the senior secondary level has been offered, covering professional knowledge on “One Country, Two Systems”, the Constitution, the Basic Law, national security and national affairs.

EDB has also organised online programmes such as knowledge enrichment/advanced online courses on the Constitution and the Basic Law, Online Knowledge Enrichment Programmes on national education and national security education, as well as “Learning and Teaching in Music Lesson: The Learning of the National Anthem”. In the 2021/22 and 2022/23 school years, EDB organised the “Onsite Teacher Workshop on National Security Education” for all primary and secondary schools in Hong Kong implementing the local curriculum (including special schools). Starting from the 2022/23 school year, EDB has been organising “National Security Education Learning Circles” for primary and secondary schools respectively to facilitate experience sharing among schools. In the 2023/24 school year, EDB organises “Onsite Enrichment Seminars on National Security Education” for secondary schools implementing the local curriculum to deepen teachers' understanding of the holistic approach to national security.

Ongoing efforts

In tandem with the Safeguarding National Security Ordinance, which has been passed and put into effect upon enactment under Article 23 of the Basic Law, the contents of the above

professional training activities will be updated in a timely manner. EDB will continue to adopt the “multi-pronged and co-ordinated” approach and fully support schools in planning and implementing Constitution and Basic Law education as well as NSE within and beyond the classroom in a holistic and systematic manner through diversified and specific measures, including providing curriculum guides, developing learning and teaching resources, and providing training for teachers.

As the expenditure and estimates on various teacher training programmes are subsumed under EDB’s recurrent expenditure, neither the average amount of related training expenditure per teacher nor a breakdown thereof is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB169

(Question Serial No. 2133)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding international schools and private schools operating in Hong Kong, please advise this Committee of –

1. the numbers of applications for registration as international school and as private school received and approved by the Government in the past 5 years;
2. the amounts of loans granted by the Government to international schools and private schools in the past 5 years; and
3. the numbers of international schools and private schools, the respective numbers of students studying in these schools and the percentages of non-local students admitted by international schools in the past 5 years as well as the latest figures.

Asked by: Hon TANG Fei (LegCo internal reference no.: 17)

Reply:

The Government is committed to developing a vibrant international school sector to meet the demand for international school places from non-local families living in Hong Kong and families coming to Hong Kong for work or investment. International schools are private schools operating on a self-financing and market-driven basis. In addition to international schools, there are other private schools offering local or non-local day-school curriculum in Hong Kong.

From the 2019/20 to 2023/24 school years (up to 1 March 2024), the Education Bureau (EDB) received and approved a total of 12 applications for the registration of private schools, and none of these applications was for international schools.

The numbers of international schools and other private schools operating in Hong Kong in the past 5 years are tabulated below –

School year	International schools <small>Note (1)</small>	Other private schools <small>Note (2)</small>
2019/20	53	87
2020/21	54 <small>Note (3)</small>	90
2021/22	54	93
2022/23	54	97
2023/24	54	100

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

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

(3) An international school resumed operation after the completion of renovation works.

The total numbers of students studying in international schools and other private schools, and the numbers and percentages of non-local students in international schools from the 2019/20 to 2023/24 school years are set out at Annex.

Under the existing policy, the Government may, upon application by a non-profit-making school operator who has been allocated a site for international school development, offer an interest-free loan to the said operator for meeting part of the construction cost of its new school premises. The loan is capped at 100% of the cost for constructing a standard-design public-sector school accommodating the same number of students. The application is subject to approval by the Finance Committee (FC) of the Legislative Council. In the recent 5 years, FC has approved 4 such applications, with a total loan amount of around \$1.44 billion.

Table 1: Total numbers of students studying in international schools and other private schools from the 2019/20 to 2023/24 school years (based on the Student Enrolment Survey conducted in the respective years)

School sector	Total number of students ^{Note (1)}				
	2019/20	2020/21	2021/22	2022/23	2023/24
International school ^{Note (2)}	41 133	41 015 (-0.3%)	41 494 (+1.2%)	40 626 (-2.1%)	42 074 (+3.6%)
Other private school ^{Note (3)}	40 306	39 753 (-1.4%)	38 534 (-3.1%)	37 291 (-3.2%)	38 501 (+3.2%)
Total	81 439	80 768 (-0.8%)	80 028 (-0.9%)	77 917 (-2.6%)	80 575 (+3.4%)

Table 2: Number of non-local students and its percentage over the total number of students studying in international schools from the 2019/20 to 2023/24 school years (based on the Student Enrolment Survey conducted in the respective years)

School sector		2019/20	2020/21	2021/22	2022/23	2023/24
International school <small>Note (2)</small>	Total number of students	41 133	41 015	41 494	40 626	42 074
	Number of non-local students <small>Note (4)</small>	30 499	28 801	28 481	26 768	27 390
	Percentage of non-local students	74.1%	70.2%	68.6%	65.9%	65.1%

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

(2) Figures do not include the special school operated by the English Schools Foundation.

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

(4) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region (HKSAR)) and do not have any valid passport other than HKSAR Passport. Students not covered by this definition are all regarded as non-local students.

- End -

CONTROLLING OFFICER'S REPLY

EDB170

(Question Serial No. 2134)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

According to the 2024-25 Estimates of Expenditure, the estimated provision under Post-secondary, Vocational and Professional Education is substantially lower than the revised estimate for 2023-24 by \$1.4474 billion (21.7%). This reduction is despite the Government's expressed intention to actively promote post-secondary, vocational and professional education. Will the Government advise this Committee of the reasons for the achieved savings?

Asked by: Hon TANG Fei (LegCo internal reference no.: 18)

Reply:

The 2024-25 estimate under Programme (7) Post-secondary, Vocational and Professional Education is \$1.4474 billion (21.7%) lower than the 2023-24 revised estimate. This is mainly due to the completion of the additional injection of \$1 billion into the HKSAR Government Scholarship Fund, the provision of around \$680 million to the Vocational Training Council to strengthen its efforts on vocational and professional education and training, and the provision of a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences, by the Education Bureau in 2023-24. Excluding these one-off expenditures in 2023-24, the 2024-25 estimate is actually higher than the 2023-24 revised estimate by around \$330 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB171

(Question Serial No. 2135)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) Please set out the expenditures on activities, exhibitions and publicity for the promotion of vocational and professional education and training (VPET) in the past 3 financial years by the following categories, i. electronic media, ii. print media, iii. online platforms and new media, iv. transportation media platforms and outdoor media, v. seminars, vi. exhibitions and vii. other activities/types; and
- (2) Have key performance indicators been set for assessing the effectiveness of various activities, exhibitions and publicity, so that resources can be deployed more effectively to help parents and students understand the value of VPET and encourage more young people to pursue VPET? If yes, please set out the details.

Asked by: Hon TANG Fei (LegCo internal reference no.: 19)

Reply:

(1) and (2)

The Government has all along been committed to promoting vocational and professional education and training (VPET), and encourages young people to pursue education pathways and join industries that best suit their abilities and interests. To provide more opportunities for young people to showcase their talents and capabilities, the Government will, through the strategy of fostering industry-institution collaboration and diversified development, adopt a multi-pronged approach at different levels to further promote VPET as a pathway parallel to conventional academic education, encourage the alignment of classroom education with industry needs and collaboration between businesses and education institutions, and provide diversified learning and employment opportunities, with a view to nurturing more high-quality talent with applied skills. The Government established the Steering Committee on Promotion of VPET and Qualifications Framework in 2020 in order to collect views from different stakeholders and further promote the development of VPET in Hong Kong through a more innovative and coordinated approach. Publicity for VPET has been rolled out through diverse channels, including large-scale events, online platforms, social media,

various forms of advertisements, etc. Since the implementation of the above is part of the regular work of the Education Bureau and the expenditures involved are subsumed within the overall estimated expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB172

(Question Serial No. 1075)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Teachers leaving the profession has become a concern in recent years.

1. What were the numbers of serving Special Educational Needs Coordinators (SENCOs), Special Educational Needs Support Teachers (SENSTs), School-based Speech Therapists and teaching assistants supporting students with special education needs in primary and secondary schools in the past 5 years? How many of these SENCOs and SENSTs have completed the relevant qualification training?
2. What were the respective numbers of vacancies for these teaching posts in the past 5 years?
3. How many serving local teachers in primary and secondary schools have completed special education qualification training?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 3)

Reply:

(1) to (3)

Starting from the 2017/18 school year, the Education Bureau (EDB) has provided, by phases of three years, each public sector ordinary school with an additional graduate teaching post in the establishment to facilitate school's assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO) to co-ordinate the formulation, implementation and review of school-based integrated education (IE) policies and measures. Since the 2019/20 school year, all public sector ordinary schools have been provided with a SENCO. From that school year onwards, EDB has been providing schools with an additional Learning Support Grant (LSG) based on the number of students with special educational needs (SEN) in a school in each school year and the tier of support they require. If the total amount of LSG reaches a specific threshold, the school can have 1 to 3 additional regular teaching posts converted/provided in the teaching staff establishment. Those

teaching posts are titled as Special Educational Needs Support Teacher (SENST). In light of school contexts and actual needs, schools may flexibly arrange for more than 1 graduate teacher in the establishment to share the work of SENST. From the implementation of the enhancement measures in the 2019/20 school year up to the 2022/23 school year, the establishment of SENCO and SENST in public sector ordinary schools is tabulated as follows –

School year	School level	SENCO	SENST
2019/20	Primary	455	627
	Secondary	389	345
2020/21	Primary	455	741
	Secondary	389	398
2021/22	Primary	456	791
	Secondary	389	434
2022/23	Primary	456	831
	Secondary	388	472

All public sector ordinary schools have assigned a designated teacher to take up the role of SENCO. To enhance the professional capacity of SENCOs in leading the schools' student support team to co-ordinate the formulation, implementation and review of school-based IE policies and support measures, EDB arranges the Professional Development Programme for SENCOs with a duration of approximately 120 hours for the SENCOs which have yet to receive the relevant training. In the 2019/20 to 2022/23 school years, the numbers of SENCOs in public sector ordinary schools which have completed the professional development programme are tabulated as follows –

School year	2019/20	2020/21	2021/22	2022/23
Primary	102	229	384	381
Secondary	92	195	324	323

As for SENSTs, schools will give thorough consideration to a teacher's length of teaching service, work experience and relevant qualifications when assigning them to the role of SENST. They will fill the vacant SENST posts in a timely manner through internal deployment or recruitment based on the actual circumstances and students' needs. Therefore, EDB is unable to provide information about these vacancies. Furthermore, schools may pool together and flexibly deploy their internal resources to provide appropriate support services based on students' needs, such as employing teaching assistants to support students with SEN. Since teaching assistant posts are not included in the teaching staff establishment, EDB does not keep information on schools' employment of teaching assistants.

EDB encourages schools to implement the Whole School Approach to IE, and has been continuously enhancing the professional capabilities of all teachers in supporting students with SEN, and providing them with various modes of professional training. To enhance the effectiveness of the implementation of IE in schools, EDB provides serving teachers (including SENSTs) with structured training programmes pitched at three levels, i.e. Basic, Advanced and Thematic Courses. As at the 2022/23 school year, the numbers of teachers in public sector secondary and primary schools having received special education training

were 10 143 and 11 971 respectively. Since the training programmes are targeted at all serving teachers, a breakdown of the number of SENSTs is not available.

Regarding school-based speech therapists (SBSTs), starting from the 2019/20 school year, EDB has created SBST posts in public sector ordinary schools by phases to allow schools to form clusters to employ SBSTs for the implementation of the Enhanced School-based Speech Therapy Service, thereby strengthening the support for students with speech and language impairment. The SBST establishment in the 2019/20 to 2022/23 school years was 118, 200, 283 and 348 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 1076)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. What were the respective numbers of local students with special educational needs (SEN) (by level and by type of SEN) in special schools and mainstream schools in the past 5 years?
2. What was the breakdown of expenditure on support for each student with SEN (including those studying in special schools and mainstream schools) in the past 5 years?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 4)

Reply:

(1)

The Government adopts a dual-track mode in providing special education. The Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of parents, refer students with more severe or multiple disabilities to aided special schools for intensive support services. Meanwhile, EDB implements the Integrated Education (IE) Policy, other students with special educational needs (SEN) will attend ordinary schools. The numbers of students in special schools by school type in the 2018/19 to 2022/23 school years are set out at Annex 1; and the numbers of students with SEN studying in public sector ordinary primary and secondary schools by school level and type of SEN are set out at Annex 2.

(2)

Regarding special schools, given that the majority of their students are children with more severe or multiple disabilities, specialist staff such as occupational therapists, physiotherapists, speech therapists, nurses, educational psychologists and school social workers (SSW) are provided by EDB according to the disabilities or learning difficulties of their students. Apart from various specialist staff, EDB also provides special schools with additional resources according to the needs of schools and students on top of regular

subvention, for example, additional grant to support students with medical complexity, additional grant to enhance the care for 24-hour ventilator-assisted students, consultation service grant for SSW and a one-off Grant on New Technology in Classroom. Special schools will optimise the use of their manpower and resources to facilitate multi-disciplinary collaboration, with a view to catering for the different SENs of students. As expenditures involved in relevant measures are subsumed under the Government's overall expenditure on special education, a breakdown is not available. The average unit costs per school place in each type of aided special schools in the 2018/19 to 2022/23 school years are tabulated as follows –

School type	Average unit cost (\$)				
	2018/19	2019/20	2020/21	2021/22	2022/23
Visual Impairment	397,500	469,500	477,000	457,000	423,500
Hearing Impairment	395,500	441,000	446,000	453,500	465,500
Physical Disability	360,000	397,500	403,500	419,500	432,500
Mild Intellectual Disability	211,500	242,000	251,000	255,500	268,000
Moderate Intellectual Disability	304,500	339,000	349,000	359,500	368,500
Severe Intellectual Disability	389,000	442,500	455,000	472,500	485,500
School for Social Development	220,000	249,000	255,000	259,500	263,000
Hospital School	211,000	242,500	241,000	243,500	247,500

Regarding public sector ordinary schools, schools adopt Whole School Approach (WSA) to implement IE. To help public sector ordinary schools cater for students with SEN, on top of regular subvention, EDB has been providing these schools with additional resources, professional support and teacher training. EDB also provides support to schools in catering for students' needs through School-based Educational Psychology Service and Enhanced School-based Speech Therapy Service. Schools may flexibly and strategically deploy the manpower and resources provided by EDB, including Special Educational Needs Coordinators, Special Educational Needs Support Teachers and the Learning Support Grant, and pool together other school-based and community resources to provide appropriate support to students in need. Since the additional resources benefit all students in need in public sector ordinary schools, it is not possible to calculate the expenditure on support for each student with SEN. On top of regular subvention, the expenditures on additional support and services provided for students with SEN in public sector ordinary schools in the 2018/19 to 2022/23 school years are tabulated as follows –

School year	2018/19	2019/20	2020/21	2021/22	2022/23
Expenditure (\$ million)	1,977	3,162	3,394	3,588	3,751

**Number of students in special schools by school type
in the 2018/19 to 2022/23 school years**

School type	2018/19	2019/20	2020/21	2021/22	2022/23
Mild Intellectual Disability	3 218	3 295	3 314	3 356	3 418
Moderate Intellectual Disability	2 040	2 103	2 188	2 275	2 329
Severe Intellectual Disability	706	712	708	717	728
Visual Impairment	110	119	125	126	122
Hearing Impairment	64	71	63	57	61
Physical Disability	907	903	880	872	854
School for Social Development	614	647	572	596	588
Hospital School	280	351	373	312	289

Notes –

1. Figures refer to the position as at September in the respective school years.
2. If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.

**Number of students with SEN studying in public sector ordinary primary and secondary schools
in the 2018/19 to 2022/23 school years** (Note 1)

School year	School level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/Hyperactivity Disorder	Mental Illness (Note 2)	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2018/19	Primary	760	5 690	5 110	60	10 370	110	40	360	2 510
	Secondary	830	3 840	6 780	310	11 430	150	60	310	360
2019/20	Primary	810	6 400	5 500	70	11 200	110	30	390	2 810
	Secondary	790	4 410	7 660	500	11 480	140	60	310	510
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620
2022/23	Primary	1 090	6 850	5 750	160	12 190	100	40	350	3 380
	Secondary	800	5 840	9 290	1 010	12 950	150	50	260	700

Notes –

1. Figures refer to the position as at September in the respective school years.
2. Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.

- End -

CONTROLLING OFFICER'S REPLY**EDB174****(Question Serial No. 1077)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

What were the numbers of students with special educational needs (SEN) studying in local kindergartens (by level and by type of SEN) in the past 5 years?

What were the details of the support provided to each student with SEN studying in local kindergartens?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 5)Reply:

The Government has been adopting the principles of early identification, early intervention and cross-sector collaboration to provide various services for children with special needs through the concerted efforts of different bureaux and departments. The Social Welfare Department (SWD) provides pre-school rehabilitation services; while the Education Bureau (EDB) provides learning support to primary and secondary students with special educational needs. EDB does not keep information on local kindergarten students with special needs.

SWD provides, through its subvented non-governmental organisations, the On-site Pre-school Rehabilitation Services (OPRS) and the Integrated Programme in Kindergarten-cum-Child Care Centre (IP) for children enrolled in local kindergartens/kindergarten-cum-child care centres participating in OPRS and IP and assessed to have mild disabilities. The numbers of children served under OPRS/IP in the past 5 years are tabulated as follows –

Service type	No. of service users				
	2019-20	2020-21	2021-22	2022-23	2023-24 (as at 31 December 2023)
OPRS	6 124	7 795	8 933	9 949	9 962
IP	1 937	1 907	1 938	1 924	1 877

- End -

CONTROLLING OFFICER'S REPLY

EDB175

(Question Serial No. 1092)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. The total numbers of students with special educational needs (SEN) in Hong Kong in the past 5 years, with a breakdown by type of primary, secondary and special schools, grade level, age and gender.
2. The total expenditures on additional support and services provided for students with SEN in public sector mainstream schools and the unit cost per capita in the past 5 years, with a breakdown by day student, 5-day boarder, 7-day boarder, orphan and non-Chinese speaking student.
3. The costs per subsidised place in aided primary and secondary schools, as well as the costs per subsidised place and per boarding place in each type of special schools in the past 5 years.
4. The numbers and wastage rates of teachers and specialist staff in special schools in the past 5 years.
5. Please provide the following information by type of special schools –
 - i) the numbers of classes at each grade level and in total, the numbers of students at each grade level and in total, the numbers of teachers, the unit costs per school place, the class-to-teacher ratios, the teacher-to-student ratios and the unit costs per boarding place in the past 5 years and the coming year;
 - ii) the establishment and pay scales of all specialist and non-specialist staff in the past 5 years and the coming year;
 - iii) the numbers of secondary graduates in the past 5 years, the numbers of those who were able to pursue further studies, receive vocational training or immediately transit to rehabilitation services of the Social Welfare Department, and the numbers of those who were still waiting for rehabilitation services, with a

breakdown by the type of institutions they attended for further studies or the type of rehabilitation services they received;

- iv) the numbers of graduates and the numbers of those who were still waiting for adult services (including day activity centre, sheltered workshop, vocational rehabilitation service, residential care home and supported hostel) upon graduation in each of the past 5 years, with a breakdown by type of special schools for children with intellectual disability.
6. i) The respective numbers of classes, school places and students at each grade level and in total in primary section and secondary section of special schools in the past 5 years.
- ii) Please list the average waiting time for boarding places by type of special schools in the past 5 years.
- iii) Please advise the estimated supply of boarding places in each type of special schools for the coming 3 to 5 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 20)

Reply:

(1) to (6)

Integrated education

The Education Bureau (EDB) adopts the Whole School Approach to promoting integrated education in public sector ordinary schools. The numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade level and type of SEN in the 2018/19 to 2022/23 school years are set out in Annex 1. The relevant figures of Direct Subsidy Scheme (DSS) schools in the 2019/20 to 2022/23 school years are set out in Annex 2. EDB does not keep relevant information on DSS schools in or before the 2018/19 school year. Besides, EDB does not compile statistics on students with SEN by age group or gender.

To help public sector ordinary schools cater for students with SEN, on top of regular subvention, EDB has been providing schools with additional resources, professional support and teacher training. Schools may flexibly and strategically deploy the additional manpower and pool together other school-based and community resources to provide appropriate support to students in need. In the 2018/19 to 2022/23 school years, the expenditures on providing additional support and services for students with SEN in public sector ordinary schools on top of regular subvention are around \$2.0 billion, \$3.2 billion, \$3.4 billion, \$3.6 billion and \$3.8 billion respectively. Since the additional resources benefit all students in need in public sector ordinary schools, it is not necessary to calculate a breakdown of the unit cost. The respective unit costs per subsidised place in aided ordinary primary and secondary schools in 2018-19 to 2022-23 are set out in Annex 3.

Aided special schools

The respective numbers of approved classes, school places and students in total in primary section and secondary section of each type of aided special schools in the 2018/19 to 2022/23 school years are set out in Annex 4. The teaching staff establishment, average unit costs per school place, average unit costs per boarding place, class-to-teacher ratios and teacher-to-student ratios in each type of special schools in the 2018/19 to 2023/24 school years are set out in Annex 5. It is a common practice for special schools to adopt flexible grouping across grade levels and devise individualised education programmes in order to cater for the special educational needs of students. Therefore, it is not appropriate to present the class numbers by grade level.

The establishment of specialist and non-specialist staff in each type of special schools in the 2018/19 to 2023/24 school years is set out in Annex 6. The pay scales of specialist and non-specialist staff are set out in Annex 7. The numbers of drop-out teachers and teacher wastage rates in aided special schools in the 2018/19 to 2022/23 school years are set out in Annex 8. EDB does not keep information on individual specialists who have left the school sector and therefore statistics on relevant wastage are not available.

In recent years, the overall supply of boarding places for different types of special schools is sufficient to meet the demand, except for schools for children with moderate intellectual disability (MoID). In view of the sustained high demand for boarding service by students with MoID, EDB has included a boarding section in new school building projects. A work project is currently underway and is expected to be completed by 2026 the earliest if everything goes smoothly, providing 80 boarding places for children with MoID. The average waiting times for boarding service in each type of special schools in the 2018/19 to 2022/23 school years are set out in Annex 9.

Based on the information collected from various types of special schools, the numbers of Secondary 6 graduates from special schools, the numbers of those pursuing further studies, receiving vocational training or receiving vocational rehabilitation services, and the numbers of Secondary 6 graduates from schools for children with intellectual disability, as well as the numbers of those waitlisted for adult services in the 2018/19 to 2022/23 school years, are set out in Annex 10.

**Number of students with special educational needs (SEN)
in public sector ordinary primary and secondary schools
by grade level and type of SEN in the 2018/19 to 2022/23 school years** (Note 1)

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	103	123	142	161	108	124	148	130	161	153	122	119
2019/20	108	122	168	144	153	111	144	139	139	132	128	108
2020/21	114	149	179	168	148	171	135	136	156	118	118	120
2021/22	115	160	203	195	175	144	176	134	132	129	110	109
2022/23	119	160	226	225	201	163	164	169	138	118	112	103

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	567	1 010	1 042	1 053	1 060	961	849	813	664	581	483	454
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487
2020/21	901	1 134	1 171	1 287	1 214	1 174	1 015	985	956	833	654	548
2021/22	879	1 021	1 306	1 251	1 275	1 194	1 076	1 027	1 004	921	799	629
2022/23	651	997	1 211	1 434	1 283	1 276	1 079	1 088	1 024	992	880	775

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	148	346	808	1 126	1 283	1 400	1 368	1 461	1 337	1 083	874	660
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827
2020/21	125	412	1 004	1 317	1 561	1 612	1 612	1 704	1 621	1 512	1 189	912
2021/22	134	315	842	1 332	1 531	1 678	1 693	1 736	1 699	1 486	1 308	1 073
2022/23	116	345	860	1 179	1 582	1 666	1 766	1 739	1 726	1 569	1 296	1 197

Mental Illness (Note 2)	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	10	9	6	4	13	13	22	42	53	57	61	74
2019/20	5	8	11	11	9	21	44	58	96	90	105	103
2020/21	8	20	24	27	25	29	45	81	113	136	117	165
2021/22	5	14	23	28	30	28	48	91	133	153	187	170
2022/23	8	11	28	40	36	40	58	101	167	197	234	257

Specific Learning Difficulties	P1 (Note 3)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	6	188	2 552	2 719	2 587	2 313	2 288	2 194	2 018	1 811	1 546	1 577
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434
2020/21	1	131	2 135	3 221	2 983	2 751	2 521	2 277	2 238	1 949	1 582	1 442
2021/22	1	113	2 058	3 224	3 253	2 941	2 626	2 421	2 226	1 987	1 704	1 482
2022/23	1	125	2 435	2 978	3 422	3 225	2 788	2 542	2 362	1 988	1 702	1 564

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	13	20	18	25	16	22	14	32	27	17	23	40
2019/20	15	19	17	18	27	15	18	17	37	29	14	26
2020/21	16	23	22	18	19	29	16	24	19	34	30	16
2021/22	16	14	23	20	19	19	26	20	21	18	39	30
2022/23	12	18	13	19	18	20	17	26	21	23	22	40

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	4	7	5	8	9	7	4	6	13	17	11	11
2019/20	3	6	6	3	7	9	6	6	6	14	19	10
2020/21	3	8	6	7	4	9	9	7	7	6	17	17
2021/22	2	7	7	5	8	4	9	10	8	9	4	15
2022/23	1	9	10	6	7	7	7	8	10	9	8	7

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	59	74	58	59	53	61	45	48	49	58	52	61
2019/20	69	64	79	62	64	55	60	43	53	50	49	51
2020/21	61	62	66	74	58	62	43	52	40	45	44	47
2021/22	53	56	60	72	71	58	56	42	49	36	40	45
2022/23	50	54	55	56	69	70	52	57	42	42	34	36

Speech & Language Impairment	P1 (Note 4)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2018/19	19	932	593	408	297	257	177	52	60	33	17	24
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26
2020/21	24	1 058	824	450	317	232	173	91	103	81	44	38
2021/22	32	1 110	930	618	376	261	181	121	117	82	67	48
2022/23	32	1 205	819	608	419	292	199	149	117	103	75	55

Notes –

1. Figures refer to the position as at September in the respective school years.
2. Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.
3. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties is implemented at Primary One in primary schools to identify students with learning difficulties. Hence, the number of Primary One students with specific learning difficulties is smaller in September of each school year.
4. The number of students with speech and language impairment increases during the respective school year upon the follow-up by school-based speech therapists.

**Number of students with special educational needs (SEN)
in Direct Subsidy Scheme (DSS) schools
by grade level and type of SEN in the 2019/20 to 2022/23 school years** (Note)

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	2	0	18	8	17	8	10	8
2020/21	0	0	0	0	0	2	13	19	8	16	8	10
2021/22	0	0	0	0	0	0	11	16	21	7	12	8
2022/23	0	0	0	0	0	0	11	8	19	16	6	10

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	7	14	13	25	21	19	105	139	126	113	104	88
2020/21	10	12	18	17	27	30	164	121	144	126	119	93
2021/22	8	25	13	20	16	26	151	166	127	131	108	107
2022/23	10	15	33	20	19	20	173	160	163	124	115	100

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	2	11	10	29	37	41	201	236	220	193	165	150
2020/21	2	4	21	22	28	48	234	255	241	233	183	153
2021/22	3	7	15	31	17	32	229	251	260	241	206	177
2022/23	0	5	21	20	31	32	218	246	247	247	208	205

Mental Illness	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	1	0	6	12	11	27	26	36
2020/21	0	0	0	1	0	2	5	8	13	24	22	29
2021/22	0	0	0	1	1	0	8	9	12	32	34	34
2022/23	0	0	0	0	2	1	9	13	10	33	48	45

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	9	27	57	42	47	264	274	233	248	237	220
2020/21	0	3	33	46	57	49	284	268	270	238	238	221
2021/22	0	2	13	44	41	62	363	276	265	262	228	226
2022/23	0	1	15	41	55	43	390	338	275	268	231	213

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	1	1	1	0	0	0	4	4	2	8	5	4
2020/21	0	1	1	1	0	0	1	5	4	3	6	4
2021/22	0	0	1	1	0	0	3	2	5	4	5	5
2022/23	0	0	0	0	1	0	1	3	3	4	5	6

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	0	0	1	1	2	2	0	1
2020/21	0	0	0	1	0	0	0	1	2	3	1	0
2021/22	0	1	0	0	1	0	0	0	1	2	3	1
2022/23	0	0	0	0	0	0	0	0	1	1	1	3

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	2	1	2	1	2	0	3	4	3	12	9	5
2020/21	1	3	1	1	1	1	13	3	5	4	10	8
2021/22	1	1	3	1	1	0	10	10	4	4	5	9
2022/23	2	1	1	4	2	0	9	10	11	2	4	5

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2019/20	0	0	0	0	0	0	15	0	0	1	0	0
2020/21	0	0	0	0	0	0	15	2	1	0	0	0
2021/22	0	1	0	1	0	0	15	2	1	0	0	0
2022/23	0	1	0	1	0	0	12	0	0	0	0	0

Note – Figures refer to the position as at September in the respective school years.

**Unit costs (\$) per subsidised place in aided ordinary primary and secondary schools
in 2018-19 to 2022-23**

Financial year	Primary school	Secondary school
2018-19	63,449	86,686
2019-20	70,863	93,825
2020-21	74,094	96,184
2021-22	74,352	95,193
2022-23	77,782	95,486

**Number of approved classes, school places and students in each type of local aided special schools
in the 2018/19 to 2022/23 school years** ^{Note 1}

School Type	2018/19			2019/20			2020/21			2021/22			2022/23		
	No. of Approved Classes	No. of School Places	No. of Students ^{Note 3}	No. of Approved Classes	No. of School Places	No. of Students ^{Note 3}	No. of Approved Classes	No. of School Places	No. of Students	No. of Approved Classes	No. of School Places	No. of Students	No. of Approved Classes	No. of School Places	No. of Students
Primary Section															
Visual Impairment	8	90	59	8	90	58	9	100	67	9	100	64	9	100	60
Hearing Impairment	4	40	20	4	40	26	4	40	23	4	40	22	4	40	22
Physical Disability	43	430	370	43	430	389	43	430	405	44	440	405	44	440	381
Mild Intellectual Disability ^{Note 2}	101	1 515	1 525	105	1 575	1 558	107	1 605	1 555	109	1 635	1 589	109	1 635	1 624
Moderate Intellectual Disability ^{Note 2}	107	1 070	1 094	110	1 100	1 149	119	1 190	1 172	122	1 220	1 216	127	1 270	1 222
Severe Intellectual Disability ^{Note 2}	48	384	373	50	400	364	51	408	355	51	408	340	50	400	345
School for Social Development	25	300	180	26	312	181	27	324	149	27	324	161	27	324	162
Hospital School	23	226	162	23	226	195	24	234	229	24	234	134	24	234	135
Total	359	4 055	3 783	369	4 173	3 920	384	4 331	3 955	390	4 401	3 931	394	4 443	3 951
Secondary Section															
Visual Impairment	7	76	51	8	88	61	9	100	58	10	112	62	10	112	62
Hearing Impairment	7	70	44	7	70	45	7	70	40	7	70	35	7	70	39
Physical Disability	60	600	537	60	600	514	60	600	475	60	600	467	58	580	473
Mild Intellectual Disability ^{Note 2}	122	1 830	1 693	122	1 830	1 737	126	1 890	1 759	126	1 890	1 767	128	1 920	1 794
Moderate Intellectual Disability ^{Note 2}	108	1 080	946	110	1 100	954	113	1 130	1 016	120	1 200	1 059	120	1 200	1 107
Severe Intellectual Disability ^{Note 2}	52	416	333	52	416	348	54	432	353	54	432	377	56	448	383
School for Social Development	63	774	434	67	804	466	69	828	423	70	840	435	70	840	426
Hospital School ^{Note 4 & Note 5}	10	106	118	10	114	156	10	114	144	10	114	178	13	118	154
Total	429	4 952	4 156	436	5 022	4 281	448	5 164	4 268	457	5 258	4 380	462	5 288	4 438

Notes –

- Figures refer to the position as at mid-September in the respective school years.
- If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.
- Special schools basically provide Primary 1 to Secondary 6 education. The number of operating classes is calculated based on the total number of students in the whole school. Since relatively more resources are allocated to operating classes in the secondary section of special schools, EDB has all along been giving priority in approving the number of classes in the secondary section. With the increasing number of Primary 1 students in special schools in recent years, there have been instances where the number of students admitted to the primary section is greater than the number of places in some special schools. However, on the whole, these schools have sufficient places and resources to cater for their students.
- Due to the high turnover of hospitalised children, there were also instances where the number of students admitted outnumbered the places in Hospital Schools.
- The Hospital School was granted approval to operate senior secondary classes, starting from the 2022/23 school year, to provide a holistic senior secondary curriculum and enhanced life planning education for students.

**Number of approved classes and students, teaching staff establishment,
average unit costs per school place, average unit costs per boarding place,
class-to-teacher ratios and teacher-to-student ratios
in each type of special schools in the 2018/19 to 2023/24 school years**

School type	No. of approved classes	No. of students (as at September in the respective school year)	Teaching staff establishment Note 2	Average unit cost per school place (\$)	Average unit cost per boarding place (\$)	Class-to-teacher ratio	Teacher-to-student ratio
2018/19 school year							
Visual Impairment	15	110	43.1	397,500	194,000	1:2.9	1:2.6
Hearing Impairment	11	64	26.0	395,500	N/A ^{Note 3}	1:2.4	1:2.5
Physical Disability	103	907	227.9	360,000	319,500	1:2.2	1:4.0
Mild Intellectual Disability ^{Note 1}	223	3 218	598.0	211,500	N/A ^{Note 4}	1:2.7	1:5.4
Moderate Intellectual Disability ^{Note 1}	215	2 040	552.7	304,500	273,000	1:2.6	1:3.7
Severe Intellectual Disability ^{Note 1}	100	706	208.6	389,000	350,500	1:2.1	1:3.4
School for Social Development	88	614	191.4	220,000	N/A ^{Note 5}	1:2.2	1:3.2
Hospital School	33	280	64.4	211,000	N/A ^{Note 6}	1:2.0	1:4.3
2019/20 school year							
Visual Impairment	16	119	46.7	469,500	203,500	1:2.9	1:2.5
Hearing Impairment	11	71	27.5	441,000	375,500	1:2.5	1:2.6
Physical Disability	103	903	234.1	397,500	338,000	1:2.3	1:3.9
Mild Intellectual Disability ^{Note 1}	227	3 295	623.3	242,000	N/A ^{Note 4}	1:2.7	1:5.3
Moderate Intellectual Disability ^{Note 1}	220	2 103	576.5	339,000	287,000	1:2.6	1:3.6
Severe Intellectual Disability ^{Note 1}	102	712	219.2	442,500	367,500	1:2.1	1:3.2
School for Social Development	93	647	204.1	249,000	N/A ^{Note 5}	1:2.2	1:3.2
Hospital School	33	351	65.9	242,500	N/A ^{Note 6}	1:2.0	1:5.3
2020/21 school year							
Visual Impairment	18	125	51.6	477,000	211,000	1:2.9	1:2.4
Hearing Impairment	11	63	27.2	446,000	443,500	1:2.5	1:2.3
Physical Disability	103	880	234.1	403,500	395,500	1:2.3	1:3.8
Mild Intellectual Disability ^{Note 1}	233	3 314	645.7	251,000	N/A ^{Note 4}	1:2.8	1:5.1
Moderate Intellectual Disability ^{Note 1}	232	2 188	607.4	349,000	338,000	1:2.6	1:3.6
Severe Intellectual Disability ^{Note 1}	105	708	229.9	455,000	440,500	1:2.2	1:3.1
School for Social Development	96	572	211.1	255,000	N/A ^{Note 5}	1:2.2	1:2.7
Hospital School	34	373	67.7	241,000	N/A ^{Note 6}	1:2.0	1:5.5

School type	No. of approved classes	No. of students (as at September of the respective school year)	Teaching staff establishment Note 2	Average unit cost per school place (\$)	Average unit cost per boarding place (\$)	Class-to-teacher ratio	Teacher-to-student ratio
2021/22 school year							
Visual Impairment	19	126	54.5	457,000	210,000	1:2.9	1:2.3
Hearing Impairment	11	57	27.2	453,500	442,500	1:2.5	1:2.1
Physical Disability	104	872	238.5	419,500	398,000	1:2.3	1:3.7
Mild Intellectual Disability Note 1	235	3 356	654.5	255,500	N/A Note 4	1:2.8	1:5.1
Moderate Intellectual Disability Note 1	242	2 275	639.5	359,500	337,000	1:2.6	1:3.6
Severe Intellectual Disability Note 1	105	717	230.1	472,500	445,000	1:2.2	1:3.1
School for Social Development	97	596	214.8	259,500	N/A Note 5	1:2.2	1:2.8
Hospital School	34	312	67.7	243,500	N/A Note 6	1:2.0	1:4.6
2022/23 school year							
Visual Impairment	19	122	54.8	423,500	215,000	1:2.9	1:2.2
Hearing Impairment	11	61	27.5	465,500	452,500	1:2.5	1:2.2
Physical Disability	102	854	235.1	432,500	406,000	1:2.3	1:3.6
Mild Intellectual Disability Note 1	237	3 418	670.7	268,000	N/A Note 4	1:2.8	1:5.1
Moderate Intellectual Disability Note 1	247	2 329	663.4	368,500	343,000	1:2.7	1:3.5
Severe Intellectual Disability Note 1	106	728	242.0	485,500	456,000	1:2.3	1:3.0
School for Social Development	97	588	215.6	263,000	N/A Note 5	1:2.2	1:2.7
Hospital School	37	289	70.8	247,500	N/A Note 6	1:1.9	1:4.1
2023/24 school year							
Visual Impairment	19	124	54.8	433,500	223,000	1:2.9	1:2.3
Hearing Impairment	11	67	28.0	490,000	418,000	1:2.5	1:2.4
Physical Disability	100	862	232.6	448,500	426,500	1:2.3	1:3.7
Mild Intellectual Disability Note 1	239	3 513	683.5	285,500	N/A Note 4	1:2.9	1:5.1
Moderate Intellectual Disability Note 1	252	2 449	677.3	387,000	359,500	1:2.7	1:3.6
Severe Intellectual Disability Note 1	106	735	243.4	515,500	474,000	1:2.3	1:3.0
School for Social Development	98	633	217.8	276,000	N/A Note 5	1:2.2	1:2.9
Hospital School	37	364	70.8	261,000	N/A Note 6	1:1.9	1:5.1

Notes –

1. If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.
2. Teaching staff establishment excludes teachers employed under the following programmes – Resource Support Programme for Schools for Children with Visual Impairment, Peripatetic Advisory Service and Enhanced Support Service for Schools for Children with Hearing Impairment and Home-bound Teaching Programme of Hospital Schools.
3. The boarding section of 1 School for Children with Hearing Impairment has been in operation since the 2018/19 school year, providing a limited number of boarding places. Calculation of average unit cost per boarding place is not applicable.
4. Boarding service is not provided in Schools for Children with Mild Intellectual Disability.
5. Residential home service provided in Schools for Social Development are subvented by the Social Welfare Department.
6. The Hospital School provides education service to hospitalised students and does not need to provide boarding service.

Establishment of specialist and non-specialist staff in each type of special schools in the 2018/19 to 2023/24 school years

School type	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
	No. of specialist staff Note 1	No. of non-specialist staff Note 2	No. of specialist staff Note 1	No. of non-specialist staff Note 2	No. of specialist staff Note 1	No. of non-specialist staff Note 2	No. of specialist staff Note 1	No. of non-specialist staff Note 2	No. of specialist staff Note 1	No. of non-specialist staff Note 2	No. of specialist staff Note 1	No. of non-specialist staff Note 2
Visual Impairment	20.5	29.0	20.5	29.0	22.0	31.0	22.5	32.0	22.5	32.0	22.5	32.0
Hearing Impairment	9.5	19.0	9.5	19.0	9.5	19.0	9.5	19.0	9.5	19.0	9.5	19.0
Physical Disability	162.5	296.0	162.5	297.0	162.5	296.0	163.5	299.0	160.5	296.0	157.5	291.0
Mild Intellectual Disability Note 3	171.5	243.5	172.5	254.5	177.2	266.5	183.0	283.0	183.2	285.5	183.8	300.8
Moderate Intellectual Disability Note 3	164.0	294.0	166.0	307.5	173.3	326.5	182.5	332.5	182.8	341.0	185.0	356.2
Severe Intellectual Disability Note 3	127.5	283.0	127.5	290.0	131.0	295.5	128.5	297.5	130.5	300.0	128.2	300.0
School for Social Development	26.5	89.0	27.5	101.0	29.0	105.0	29.0	107.0	29.5	108.0	30.0	108.0
Hospital School	N/A Note 4	28.0	N/A Note 4	28.0	N/A Note 4	29.0	N/A Note 4	29.0	N/A Note 4	30.0	N/A Note 4	31.0

Notes –

1. Establishment of specialist staff includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and brailist.
2. Establishment of non-specialist staff includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.
3. If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.
4. Specialist services for the Hospital School are provided by hospitals.

Pay scales of special school staff in the 2018/19 to 2023/24 school years

Post		Pay scale
Specialist staff		
Educational Psychologist II		Master Pay Scale Points 23 to 33
Educational Psychologist I		Master Pay Scale Points 34 to 44
Occupational Therapy Assistant		Master Pay Scale Points 7 to 15
Occupational Therapist II		Master Pay Scale Points 14 to 24
Occupational Therapist I		Master Pay Scale Points 25 to 34
Senior Occupational Therapist		Master Pay Scale Points 34 to 39
Physiotherapist II		Master Pay Scale Points 14 to 24
Physiotherapist I		Master Pay Scale Points 25 to 34
Senior Physiotherapist		Master Pay Scale Points 34 to 39
Speech Therapist		Master Pay Scale Points 16 to 33
Special School	Assistant Social Work Officer	Master Pay Scale Points 16 to 33
Social Worker	Senior Social Work Assistant	Master Pay Scale Points 23 to 29
Registered Nurse		Master Pay Scale Points 15 to 25
Registered Nurse with psychiatric nursing training		Master Pay Scale Points 17 to 26
Nursing Officer		Master Pay Scale Points 26 to 34
Brailist		Master Pay Scale Points 6 to 15
Non-specialist staff		
Laboratory Technician III		Training Pay Scale Points 4 to 6
Laboratory Technician II		Master Pay Scale Points 8 to 21
Laboratory Technician I		Master Pay Scale Points 22 to 28
School Executive Officer		Master Pay Scale Points 15 to 27
Workshop Attendant		Model Scale 1 Pay Scale Points 3 to 13
Artisan		Master Pay Scale Points 5 to 8
Motor Driver		Master Pay Scale Points 5 to 8
Special Driver		Master Pay Scale Points 8 to 10
Teacher Assistant		Model Scale 1 Pay Scale Points 0 to 8
Clerical Assistant		Master Pay Scale Points 1 to 10 #
Assistant Clerical Officer		Master Pay Scale Points 3 to 15 #
Janitor Staff		Model Scale 1 Pay Scale Points 0 to 8 #

Aided special schools are provided with an Administration Grant (AG) or Revised Administration Grant for employing clerical staff and janitor staff, or for outsourcing clerical or janitorial services based on their specific needs. The schools concerned will receive a one-off grant equivalent to the salaries of clerical staff (applicable to AG only) or janitor staff posts. The salary scales of the posts listed above are meant for schools' calculation of grant/reference.

**Number of drop-out teachers and teacher wastage rates in aided special schools
in the 2018/19 to 2022/23 school years**

School year ^{Note 1}	No. of drop-out teachers ^{Note 2}	Teacher wastage rate
2018/19	160	8.5
2019/20	130	7.1
2020/21	110	5.4
2021/22	190	9.4
2022/23	240	11.6

Notes –

1. Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years.
2. Figures are rounded to the nearest ten.
3. “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total number of teachers in aided special schools in the preceding school year. “Drop-out teachers” refer to the teachers who were serving in aided special schools in the preceding school year but were no longer serving in any aided special schools in the school year concerned.

Average waiting time for boarding service in each type of special schools in the 2018/19 to 2022/23 school years

School type	Average waiting time (year)				
	2018/19	2019/20	2020/21	2021/22	2022/23
Visual Impairment	0.2	0.1	0.1	0.2	0.1
Hearing Impairment	0.2	0.2	0.2	0.5	0.3
Physical Disability	0.2	0.7	0.2	0.2	0.3
Moderate Intellectual Disability	1.6	1.9	1.9	1.3	1.4
Severe Intellectual Disability	0.4	0.6	0.4	0.3	0.2

Notes –

- Boarding service is not provided in Schools for Children with Mild Intellectual Disability. Residential home services provided in Schools for Social Development are subvented by the Social Welfare Department. The Hospital School provides education service to hospitalised students and does not need to provide boarding service.
- Figures refer to the average waiting time for general cases. For individual cases with special circumstances, such as cases where parents request for deferred admission or cases where parents request admission to the boarding section of a specific school and reject the boarding placement offered by EDB, the processing time for boarding admission will be longer than that for general cases.

**Table 1 – Number of special school Secondary 6 graduates
in the 2018/19 to 2022/23 school years**

	2018/19	2019/20	2020/21	2021/22	2022/23
Number of special school graduates	552	559	584	513	548

Table 2 – Number of Secondary 6 graduates from special schools pursuing further studies, receiving vocational training or receiving vocational rehabilitation services in the 2018/19 to 2022/23 school years

		2018/19	2019/20	2020/21	2021/22	2022/23
Further Studies Note 1	Diploma Yi Jin	5	2	1	3	2
	Local tertiary institution	4	8	13	7	10
	Further studies on the Mainland/overseas	2	5	3	1	4
Vocational Training Note 1	Shine Skills Centre	123	136	148	130	105
	The Hong Kong Institute of Vocational Education	8	8	9	10	9
	Youth College	4	7	3	10	9
	Other vocational training programmes	3	7	19	14	13
	Construction industry/ Clothing industry training	0	1	1	0	0
	Hong Kong Design Institute	2	0	0	0	0
Vocational rehabilitation Note 2	Vocational rehabilitation/ day training services	202	215	196	148	200
	Vocational rehabilitation/day training services cum hostel	27	14	21	12	12
Waitlisted for vocational rehabilitation services Note 3		55	48	47	46	45

Notes –

1. The above figures are based on information collected from special schools up to September of the subsequent school year. Students waitlisted for vocational training or vocational rehabilitation services in the respective school years are not included.
2. Operators of vocational rehabilitation/day training services include Day Activity Centres, Sheltered Workshops, Integrated Vocational Training Centres.
3. Figures of graduates waitlisted for vocational rehabilitation services includes those waitlisted for vocational rehabilitation/day training services and vocational rehabilitation/day training services cum hostel.

Table 3 – Number of Secondary 6 graduates from Schools for Children with Intellectual Disability and numbers of graduates waitlisted for adult services in the 2018/19 to 2022/23 school years

	2018/19	2019/20	2020/21	2021/22	2022/23
Number of graduates from Schools for Children with Intellectual Disability	440	422	444	422	435
Number of graduates waitlisted for adult services	58	51	48	57	49

Note – Only Secondary 6 graduates referred to adult services (including Day Activity Centre, Sheltered Workshop cum Hostel and Supported Hostel) are counted towards the number of waitlisted students.

- End -

CONTROLLING OFFICER'S REPLY

EDB176

(Question Serial No. 1098)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please advise of the following –

- (1) the numbers of educational psychologists (EPs) serving in primary, secondary and special schools by school type (i.e. government, aided, Direct Subsidy Scheme (DSS) and private schools) in the past 3 years;
- (2) the average and median waiting times for EP service in the past 3 years;
- (3) the average numbers of cases handled by each EP, and the average, highest and lowest numbers of school visits made by EPs by district and by school type (i.e. government, aided and DSS primary and secondary schools, and special schools) in the past 3 years;
- (4) the wastage rates and numbers of vacancies of EPs by school type (i.e. government, aided, DSS and private schools) in the past 3 years;
- (5) the numbers of suspected cases of dyslexia awaiting assessment by EPs, with a breakdown by primary and secondary school and grade level;
- (6) the support and accommodation currently provided by schools for students suspected of having special educational needs (SEN) (please specify and give relevant accounts);
- (7) the numbers and respective percentages of students with SEN studying in mainstream primary and secondary schools by grade level and by type of SEN; and
- (8) the numbers of students with SEN studying in primary and secondary schools in Hong Kong by severity (i.e. Tiers 1, 2 and 3) in the past 3 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 26)

Reply:

(1) and (4)

School-based Educational Psychology Service (SBEPS) in public sector ordinary primary and secondary schools is provided by educational psychologists (EPs) from the Education Bureau (EDB) and school sponsoring bodies (SSBs). In the 2020/21 to 2022/23 school years, the respective EP establishment for SBEPS was 161, 181 and 186 posts. The wastage rates fluctuated in recent years, with respective rates of 4.3%, 11.0% and 20.8% in the 2020/21 to 2022/23 school years, but has dropped to 6.3% in the 2023/24 school year. Since recruitment exercises are ongoing and vacancies may be filled during the school year, it is not appropriate to set out the number of vacancies by school years.

In the 2020/21 to 2022/23 school years, the respective EP establishment in aided special schools was 19, 21 and 21 posts. As EPs in aided special schools are employed by SSBs or school clusters, we do not collect information on the number of visits, wastage rates and vacancies of EPs in these schools in the past 3 years. Generally speaking, EPs pay more visits to special schools than to ordinary schools to meet the needs of special schools.

As schools under the Direct Subsidy Scheme and private schools make their own arrangements for educational psychology service, we do not collect information on the number of visits, staffing, wastage rates and vacancies of EPs in these schools.

(2), (3) and (5)

In general, the average number of visit days paid by EPs to each school is around 20 per school year. As for schools receiving the Enhanced SBEPS due to a comparatively large number of students with special educational needs (SEN), the average number of visit days to each school is around 30 per school year.

While the number of students requiring support from EPs varies across schools, the level and frequency of support that individual students need also differ. In many cases, EPs need to collaborate with teachers, social workers, etc. to jointly support the students in accordance with the principle of Whole School Approach (WSA). Besides, school-based EPs enhance the effectiveness of the schools' support for students by strengthening the school support system and teachers' knowledge and skills in catering for students' diverse needs. In this regard, SBEPS benefits students at large, both directly and indirectly.

In the 2020/21 to 2022/23 school years, an average of about 80% of the cases referred to EPs in public sector ordinary primary and secondary schools were assessed within 2 months, while about 10% were assessed within 2 to 3 months. Some cases involved a longer waiting time for assessment due to special circumstances, such as parents requesting deferral of assessment or assessments being held up due to the students' medical treatment. We do not have information on the number of suspected cases of dyslexia awaiting assessment by EPs. Since students admitted to aided special schools have already had their assessment reports, there is no need for them to undergo assessments by EPs again. Special schools will plan and arrange follow-up assessments or progress reviews for prospective school leavers based on their transition needs. Hence, there is no need for them to wait for EP service.

(6)

All public sector primary schools have implemented the Early Identification and Intervention Programme for Primary One (P1) Students with Learning Difficulties for early identification

of and support for P1 students suspected to have learning difficulties. Schools will consult EPs on the educational needs of students who manifest learning or emotional-behavioural difficulties. For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to EPs or other professionals for further assessment as appropriate. In addition, EDB has all along encouraged schools to adopt the “intervention before assessment” principle to provide appropriate support for students displaying learning or emotional-behavioural difficulties without having to wait for the completion of assessment. Schools may work out appropriate support measures in collaboration with school-based EPs, school-based speech therapists or other relevant professionals as necessary, or refer the students to other professionals (such as psychiatrists) for further assessments.

(7)

The numbers of students with SEN studying in public sector ordinary primary and secondary schools by grade level and SEN type from the 2020/21 to 2022/23 school years are set out in Annex, while the percentage shares of these students are tabulated below –

School Year	2020/21	2021/22	2022/23
Primary school	9.8%	10.5%	11.2%
Secondary school	10.9%	11.6%	12.4%

(8)

All ordinary schools are required to adopt WSA to support students through the 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through quality teaching in regular classrooms. Tier-2 support refers to additional support/“add-on” intervention for students with persistent learning or adjustment difficulties, such as small group learning, after-school remedial programmes and pull-out remedial programmes. Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing up of Individual Education Plans. Schools are not required to report to EDB the information of students requiring Tier-1 support. The numbers of students requiring Tier-2 and Tier-3 support in the 2020/21 to 2022/23 school years are tabulated below –

Tier of support required by students	No. of students					
	2020/21		2021/22		2022/23	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Tier-2 support	28 609	23 033	30 028	24 377	30 653	25 645
Tier-3 support	2 252	1 671	2 324	1 836	2 316	1 890

**Number of students with SEN studying in public sector ordinary primary and secondary schools
in the 2020/21 to 2022/23 school years ^(Note 1)**

	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	Total
Intellectual Disability													
2020/21	114	149	179	168	148	171	135	136	156	118	118	120	1 712
2021/22	115	160	203	195	175	144	176	134	132	129	110	109	1 782
2022/23	119	160	226	225	201	163	164	169	138	118	112	103	1 898
Autism Spectrum Disorder													
2020/21	901	1 134	1 171	1 287	1 214	1 174	1 015	985	956	833	654	548	11 872
2021/22	879	1 021	1 306	1 251	1 275	1 194	1 076	1 027	1 004	921	799	629	12 382
2022/23	651	997	1 211	1 434	1 283	1 276	1 079	1 088	1 024	992	880	775	12 690
Attention Deficit/Hyperactivity Disorder													
2020/21	125	412	1 004	1 317	1 561	1 612	1 612	1 704	1 621	1 512	1 189	912	14 581
2021/22	134	315	842	1 332	1 531	1 678	1 693	1 736	1 699	1 486	1 308	1 073	14 827
2022/23	116	345	860	1 179	1 582	1 666	1 766	1 739	1 726	1 569	1 296	1 197	15 041
Mental Illness ^(Note 2)													
2020/21	8	20	24	27	25	29	45	81	113	136	117	165	790
2021/22	5	14	23	28	30	28	48	91	133	153	187	170	910
2022/23	8	11	28	40	36	40	58	101	167	197	234	257	1 177
Specific Learning Difficulties ^(Note 3)													
2020/21	1	131	2 135	3 221	2 983	2 751	2 521	2 277	2 238	1 949	1 582	1 442	23 231
2021/22	1	113	2 058	3 224	3 253	2 941	2 626	2 421	2 226	1 987	1 704	1 482	24 036
2022/23	1	125	2 435	2 978	3 422	3 225	2 788	2 542	2 362	1 988	1 702	1 564	25 132
Physical Disability													
2020/21	16	23	22	18	19	29	16	24	19	34	30	16	266
2021/22	16	14	23	20	19	19	26	20	21	18	39	30	265
2022/23	12	18	13	19	18	20	17	26	21	23	22	40	249

	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	Total
Visual Impairment													
2020/21	3	8	6	7	4	9	9	7	7	6	17	17	100
2021/22	2	7	7	5	8	4	9	10	8	9	4	15	88
2022/23	1	9	10	6	7	7	7	8	10	9	8	7	89
Hearing Impairment													
2020/21	61	62	66	74	58	62	43	52	40	45	44	47	654
2021/22	53	56	60	72	71	58	56	42	49	36	40	45	638
2022/23	50	54	55	56	69	70	52	57	42	42	34	36	617
Speech & Language Impairment (Note 4)													
2020/21	24	1 058	824	450	317	232	173	91	103	81	44	38	3 435
2021/22	32	1 110	930	618	376	261	181	121	117	82	67	48	3 943
2022/23	32	1 205	819	608	419	292	199	149	117	103	75	55	4 073

Note –

1. Figures refer to the position as at September in the respective school years.
2. Given that some parents or students are reluctant for schools to submit their information to EDB, it is presumed that there is an under-reported number of students with mental illness.
3. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties is implemented at Primary One in primary schools to identify students with learning difficulties. Hence, the number of Primary One students with specific learning difficulties is smaller in September of each school year.
4. The number of students with speech and language impairment increases during the respective school year upon the follow-up by school-based speech therapists.

- End -

CONTROLLING OFFICER'S REPLY

EDB177

(Question Serial No. 1103)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) What was the amount of funding allocated and what specific measures were taken by the Government to support student mental health in each of the past 5 financial years? According to government statistics, what was the total headcount of students served by these support measures? How much of the funding and how many projects under the support measures were dedicated to supporting students with special educational needs (SEN)?
- (2) How much funding will the Government allocate to support student mental health in 2024/25? What are the specific support measures currently planned? How much of the funding and how many projects under these measures will be dedicated to supporting students with SEN?
- (3) What was the amount of funding allocated by the Government to promote the Positive Parent Campaign in each the past 5 financial years? What activities or projects have been organised by the Government under the campaign, and what was the headcount of parents served?
- (4) Has the Government kept track of the number of students with SEN comorbid with any type of mental disorder in the past 5 financial years? Has the Government deployed resources specifically to support the emotional well-being of these students? If yes, what are the figures? If no, what are the reasons?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 31)

Reply:

(1), (2) and (4)

The Education Bureau (EDB) attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely "Universal", "Selective" and "Indicated", as suggested by the Committee on Prevention of Student Suicides, to promote student mental health and provide enhanced support for students with mental health needs (including those with suicidal risk) through the

school curriculum, information dissemination, activities, training and professional support. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate easier access for teachers, students, parents and the general public to select appropriate resources and strategies. As the various support measures to promote student mental health are targeted at all students, a breakdown of the support for students with special educational needs (SEN) is not available.

At the Universal level, to lead a healthy lifestyle is one of the seven learning goals of the school curriculum. Relevant learning elements have already been embedded into certain subjects, such as General Studies, and Life and Society. EDB disseminates information and online resources for promoting student mental health among schools and parents through various channels, and continuously promoting diversified student development programmes, so as to enhance students’ resilience through adventure-based, team-building and problem-solving training, thereby helping students embrace challenges with courage, optimism and a positive attitude. The expenditures in 2018-19 to 2022-23 are tabulated as follows –

Financial year	Expenditure (\$ million)
2018-19	66
2019-20	73
2020-21	77
2021-22	86
2022-23	87

EDB launched the “Mental Health Literacy” resource package for upper primary students in November 2023, with plans to gradually launch resource packages for different key stages. The relevant expenditure is about \$700,000. Besides, to enable schools to promote mental health more effectively and flexibly, EDB provided the One-off Grant for Mental Health at School and the One-off Grant for Mental Health of Parents and Students to all publicly-funded primary and secondary schools, as well as their Parent-Teacher Associations, in December 2023 to assist them in organising activities or procuring services or materials related to the promotion of mental health for students. The expenditure of these 2 grants is about \$80 million.

At the Selective level, EDB is committed to providing a wide array of training for teachers, parents and students to enable early identification of students with mental health needs. The training includes the “gatekeeper” training, thematic course for teachers, which focuses on the needs of students with mental illness, and “the Peer Power – Student Gatekeeper Training Programme” for secondary students. Moreover, EDB has set up the “Mental Health@School” Teacher Professional Network to help teachers promote student mental health in schools through regular sharing of the latest information and relevant resources. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

To strengthen school personnel’s early identification of and support for students with mental health needs, EDB provided over 40 workshops for teachers and school guidance personnel (such as social workers and school-based educational psychologists) from January to March 2024, with a more intense focus on enhancing their knowledge and skills in caring for students with mental health needs. The expenditure involved is about \$3.2 million.

At the Indicated level, EDB provides public sector ordinary schools with the Learning Support Grant, which covers students with mental illness, enabling schools to utilise additional resources to enhance their support for the needs of these students. Moreover, the Health Bureau (HHB), in collaboration with EDB, the Hospital Authority and the Social Welfare Department (SWD), has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, schools’ multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) have been providing appropriate support for students with mental health needs. If students are found to be emotionally disturbed, teachers will refer them to professionals in a timely manner, with a view to helping them cope with difficulties in studies, social interaction or emotional development. As the expenditure and manpower related to the above initiatives at the Indicated level are subsumed under the Government’s recurrent expenditure, a breakdown is not available.

In response to a rising trend of student suicide cases in 2023, the Government has taken a number of immediate actions. One of these is the implementation of the Three-Tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of HHB, EDB and SWD from December 2023 to January 2024 in all secondary schools in Hong Kong. By integrating the multi-disciplinary teams in schools, the off-campus support network team and medical services, schools, parents and other stakeholders in society work together to identify and support students at higher risk in an early stage. After reviewing the relevant circumstances and listening to the views of the sector, the Government has decided to extend the implementation period of the Mechanism to 31 December 2024 and will continue to closely monitor its operation. As the expenditure and manpower of the Mechanism are subsumed under the Government’s recurrent expenditure, no breakdown is available.

Mental illness is one of the types of SEN. The numbers of students with mental illness in public sector ordinary schools in the past 5 years are tabulated as follows –

School year	School level	No. of students with mental illness
2018/19	Primary	150
	Secondary	450
2019/20	Primary	220
	Secondary	820
2020/21	Primary	290
	Secondary	1 100
2021/22	Primary	310
	Secondary	1 290
2022/23	Primary	370
	Secondary	1 610

Note – Figures include students with mental illness comorbid with other types of SEN.

(3)

EDB has been running the “Positive Parent Campaign” since 2020 to promote parent education through extensive and diversified channels, with a view to fostering parents’ positive thinking and proper ways and attitudes of raising children. The objective is to foster a positive mindset among parents in nurturing their children, which in turn helps children learn effectively and grow up happily. From the 2021/22 to 2023/24 school years, EDB

organised a number of competitions and activities, including the Mascot Design Competition, Naming Competition for the Family Members of Our Ambassadors “Mommy Light” and “Daddy Light”, Video Production Competition on Parent Education “Light Up a Bright Future with Your Child” and “Call for Action: Parent-child Fun Day”. In addition, to encourage parents to have fun with their children, EDB organised the “Play with Your Children Day” and activities under the “Playtime with Children” series, including “Call for Action: Sharing of Parent-child Games”, the “Playtime with Children” Parents’ Action Handbook and the “Playtime with Children” board game. Last year, we organised the “Show Gratitude and Appreciation – Support your Child with Love and Companionship” Moving Showroom and the “Warm Stitches, Grateful Hearts” Parent-child Crochet Activity to encourage parents and children to express gratitude in actions. Most of these were parent-child activities, with a total headcount of about 500 000. Moreover, EDB has produced Announcements in the Public Interest and a parent education animation series, along with publicity through various channels (such as advertisements at Mass Transit Railway/ on bus body, radio broadcasts, newspapers and online platforms), aiming to enhance the understanding of positive parent education among parents, students and teachers. As these are territory-wide publicity initiatives, information on the headcounts served is not available. Every year, EDB organises various activities to promote the Positive Parent Campaign. The expenditure and manpower for some of these activities are subsumed under the Government’s recurrent expenditure. Therefore, a breakdown of the annual provision for the Positive Parent Campaign does not reflect the actual situation.

- End -

CONTROLLING OFFICER'S REPLY

EDB178

(Question Serial No. 3152)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

How many complaints involving abuse or neglect in special schools and boarding facilities for students with intellectual disabilities did the Education Bureau receive in the past 5 years?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 63)

Reply:

From the 2018/19 to 2022/23 school years, the Education Bureau (EDB) received a total of 11 complaints involving abuse / neglect in schools for children with intellectual disability (including their boarding sections). Under the Enhanced School Complaint Management Arrangements, EDB and schools have handled these complaints in accordance with the mechanism and procedures.

- End -

CONTROLLING OFFICER'S REPLY

EDB179

(Question Serial No. 3153)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

What was the average lunch box price for school lunch in primary schools in the 2022/23 school year?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 66)

Reply:

The Education Bureau has, starting from the 2014/15 school year, incorporated the Community Care Fund's pilot programme, which provides free lunch at schools for needy primary students, into the regular assistance programme, enabling primary students from low-income families to have more balanced and substantial meals at schools. Students studying in public sector or Direct Subsidy Scheme whole-day primary schools, who receive full grant under the Student Financial Assistance Schemes, are eligible for free lunch at schools. Based on the reported information from schools joining the programme in the 2022/23 school year, the average price per lunch was \$22.7 (Note).

Note: The figure reflects the lunch price as at September 2022. It does not account for any changes in pricing during the school year or different lunch arrangements and pricing implemented by schools for half-day schooling on certain days. Moreover, it does not reflect the lunch price at special schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB180

(Question Serial No. 3154)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide the number of successful student applicants of the “Community Care Fund Assistance Programme: Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning” in the past 10 years.

Please set out the number of students provided with full subsidy and half subsidy for the years of 2023-2024, 2022-2023, 2021-2022, 2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016 and 2014-2015.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 67)

Reply:

The Education Bureau has, through the Community Care Fund, implemented a 3-year assistance programme from the 2018/19 to 2020/21 school years to subsidise needy primary and secondary students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools and to support their e-learning at home amid the epidemic. Students in receipt of Comprehensive Social Security Assistance or full grant under the School Textbook Assistance Scheme could receive full subsidy, while students in receipt of half grant under the School Textbook Assistance Scheme could receive half subsidy. During the 3-year implementation period, the programme benefitted about 176 000 students. Details are set out in the table below.

School year	Full subsidy	Half subsidy	Total
2018/19	10 900	3 000	13 900
2019/20	15 200	5 000	20 200
2020/21	109 800	31 800	141 600

- End -

CONTROLLING OFFICER'S REPLY

EDB181

(Question Serial No. 0917)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As indicated in the Budget, the Government has set aside a start-up fund of \$100 million to support self-financing post-secondary institutions in forming an alliance of universities of applied sciences (the alliance) for joint publicity and promotion of vocational and professional education and training (VPET), and raise the status of VPET among parents, students and society in general. Previously, the Education Bureau has announced that the alliance will foster exchange and collaboration with universities of applied sciences (UAS) in the Mainland and overseas, initiate collaboration and research on applied education at the post-secondary level, and organise joint promotion activities. In this connection, will the Government advise this Committee of –

- (1) when the alliance is expected to be formed;
- (2) the number of post-secondary institutions intending to join the alliance; and
- (3) the allocation of the \$100 million start-up fund among the tasks of collaboration with UAS on the Mainland and overseas, cross-institution collaboration and multi-institution research, and promotion activities?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 26)

Reply:

(1) to (3)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning

opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB182

(Question Serial No. 1061)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau provides a subsidy for eligible students under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS). However, self-financing undergraduate programmes operated by University Grants Committee-funded universities or their self-financing arms are excluded from the scheme. Since amendments have yet to be made to the Post Secondary Colleges Ordinance (Cap. 320), will there be any prior transitional arrangements in the current year to enable students enrolled in the aforesaid self-financing undergraduate programmes to apply for the non-means-tested subsidy as soon as practicable?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 12)

Reply:

It has all along been the Government's policy to support the parallel development of the publicly-funded and the self-financing post-secondary education sectors. To enhance the regulatory framework and governance of self-financing post-secondary institutions, the Education Bureau (EDB) is proactively taking forward the amendments to the Post Secondary Colleges Ordinance (Cap. 320), and maintaining close liaison with relevant stakeholders on the legislative amendment proposals. In view of the views raised by some stakeholders, EDB has been further refining the amendment proposals. It is expected that the amendment bill will be introduced into the Legislative Council in the second half of this year. The relevant amendment bill has also been included in the 2024 Legislative Programme.

Regarding the eligibility of the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, given the scheme's objective of providing more targeted support to independent self-financing institutions and their students, the self-financing programmes operated by University Grants Committee-funded universities or their self-financing arms are therefore excluded. We will discuss with the self-financing arms with the intention to migrate to the unified regulatory framework under the revamped Cap. 320 regime in a timely manner to address the relevant arrangements.

- End -

CONTROLLING OFFICER'S REPLY

EDB183

(Question Serial No. 2340)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As mentioned in the Budget Speech, the Government has set aside some \$680 million to support the Vocational Training Council in promoting vocational and professional education and training, including strengthening the support for students with special educational needs (SEN). In this connection, please advise this Committee of the following –

- (1) What are the specific support measures?
- (2) Has the Government kept track of the percentage of students with SEN completing the courses and their employment rate in the past 3 years? If yes, what are the figures? If no, what are the reasons?
- (3) There are views pointing out that some young people with SEN have difficulties in getting employment despite their good qualifications. One of the reasons is that the employers have insufficient knowledge in hiring and grooming SEN employees. Does the Education Bureau have any plans to provide training and support to frontline supervisors from organisations interested in hiring SEN employees, so that these supervisors can learn how to guide SEN employees to unleash their talents in workplace? If yes, what are the details and the estimated expenditures? If no, what are the reasons?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 29)

Reply:

- (1) In line with the objective of integrated education, the Vocational Training Council (VTC) is committed to providing equal learning opportunities and appropriate support to students with special educational needs (SEN). VTC makes arrangements for students with SEN to cater for their diverse needs and renders support to them through a whole school approach, including providing additional teaching staff to offer comprehensive academic support to students with SEN, such as academic guidance, tutorial groups, and individual coaching to meet various needs of students, enhance their learning skills, and prepare them for entering the job market. Other support services

include provision of occupational therapy assessment, assistive equipment for learning, outsourced clinical psychology/educational psychology/speech therapy services, and a diverse range of regular inclusive programmes.

Besides, to identify at-risk students with emotional disturbance or mental health problems at an early stage, VTC conducts mental health questionnaire surveys on all full-time new students and provides needy students with emotional counselling or referral services as appropriate. For students in urgent need of receiving psychiatric specialist services, VTC provides them with subsidies so that they can receive timely treatment by private psychiatrists while waiting for psychiatric services under the Hospital Authority. VTC also hires psychologists with extensive experience in clinical supervision and professionals specialising in different types of psychotherapy to provide clinical supervision services for registered social workers who serve as student counsellors.

A steering committee and a student special support office are set up to formulate support strategies, co-ordinate service arrangements, and conduct regular reviews to make overall plans for services provided by different campuses and units and ensure needy students are given appropriate support. VTC also organises various training courses on a regular basis to enhance the teaching staff's capability of supporting students.

- (2) VTC admits on average approximately 900 to more than 1 000 students with SEN each year. With both current students with SEN and newly admitted ones taken into consideration, students with SEN make up around 6% to 8% of all full-time students at VTC. As regards the percentage of students with SEN completing the courses, for instance, the graduation rate of these students in higher diploma programmes generally exceeded 60%, as shown by past data. As for the employment rate, VTC conducts questionnaire surveys involving fresh graduates from full-time programmes every year. Among the graduates with SEN who responded, around 80% of those who chose to seek employment secured a job.
- (3) VTC places great emphasis on helping students with SEN adapt to the workplace and unleash their potential, and therefore offers enhanced pre-employment training for needy prospective graduates with SEN in particular. As for the requirement for all higher diploma students to complete an internship in the relevant industry before graduation, VTC teachers, when arranging internships, will take the initiative to liaise with the relevant organisations to co-ordinate the work arrangements and expectations between students with SEN and internship providers. In addition, the Civil Service Bureau annually invites VTC to nominate students with SEN for participation in internship programmes offered by the Government, under which the students work in various departments. During the internship period, VTC arranges for each student with SEN a student counsellor, who follows up on the internship progress and, as and when necessary, liaises with the responsible person in the relevant department as well as provides appropriate assistance.

VTC will continue to capitalise on its existing resource network, including collaborating with non-governmental organisations, to help the public gain better knowledge of the abilities and skills of students with SEN, thereby fostering a better understanding of and greater confidence in the students' work competency in the job market. Embracing

collaborative efforts to promote the concept of inclusive employment, VTC will continue to maintain contact with organisations interested in employing staff with SEN and offer them advice as necessary, with a view to assisting in the enhancement of social inclusion.

- End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 2345)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

With regard to providing support for schools in preparation for the implementation of Primary Science subject starting from the 2025/26 school year, will the Government advise this Committee of the following –

- (1) When will the “Training Base for Primary Science Teachers” established for the introduction of Primary Science subject come into operation? How many training places are expected to be provided before the 2025/26 school year?
- (2) Has the one-off grant for the introduction of Primary Science subject been disbursed? If not, when will it be disbursed?
- (3) Have views in this regard been collected from primary schools? If yes, what are the views collected, in particular, whether the various schools consider that there is sufficient time to implement the arrangement for the Primary Science subject?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 35)

Reply:

(1) to (2)

Starting from the 2025/26 school year, all primary schools in Hong Kong will be required to implement the subject of Primary Science at Primary 1 and Primary 4, and have it extended to all levels in the 2027/28 school year. EDB has earmarked a total of about \$200 million and provided each publicly-funded primary school with a one-off grant of \$350,000 in March this year to support schools in kick-starting Primary Science. Schools may, in accordance with their school context and development needs, deploy the grant to procure learning and teaching (L&T) resources, upgrade facilities and equipment, and support teachers' professional development. EDB will also provide a series of support measures to schools and teachers, including professional training for teachers, teacher networking events, and curriculum resources, to assist schools in implementing the Primary Science curriculum.

As for training, EDB sets up the “Training Base for Primary Science Teachers” to systematically organise a series of diversified and comprehensive teacher training programmes for in-service primary teachers. We will reserve enough places to ensure that each school has a sufficient number of subject panel heads and teachers, who have completed the systematic training, to teach the subject. The training programmes which will be launched in early 2024, include the “Certificate in Professional Training for Primary Science Teachers (30 hours)” programme and the “Certificate in Professional Training on Primary Science Curriculum Leadership (15 hours)” programme. The 30-hour teacher training programme enables teachers to master engaging and lively science teaching methods, and implement the scientific inquiry activities recommended in the Primary Science curriculum within classroom contexts, to enhance teachers’ confidence and capabilities to teach Primary Science. As for the 15-hour curriculum leadership programme, it aims at assisting Primary Science subject panel heads or level coordinators in planning for introduction of Primary Science.

In February this year, we announced the arrangement for the first phase of the teaching training programmes (i.e. programmes for the 2023/24 school year). The “Professional Teacher Training Series for Introduction of Primary Science” programme under the first round of the “Certificate in Professional Training for Primary Science Teachers (30 hours)” programme will be held from March to July 2024. A total of 1 800 12-hour training places will be available, which will be enough to accommodate 3 nominated teachers from each school. The first round of the “Certificate in Professional Training on Primary Science Curriculum Leadership (15 hours)” programme will be held from April to November 2024. A total of 360 training places will be available for aspiring subject panel heads or level coordinators. As for the arrangement for the next phase of the teacher training programmes, announcement will be made at the beginning of the 2024/25 school year.

(3)

In order to collect schools’ views on the implementation of the Science (Primary 1-6) curriculum with a view to providing support as appropriate, EDB issued in November 2023, the “Science (Primary 1 – 6) Curriculum School Questionnaire Survey” to all publicly-funded primary schools in Hong Kong. Among the questionnaires returned (with a return rate of about 70%), nearly all schools indicated that they strongly agreed or agreed with the rationale, curriculum aims and design principles of the Primary Science curriculum framework, as well as the learning contents, levels of difficulty, and suggestions for learning and teaching (L&T) activities in the four learning strands of the curriculum. We also organised a number of focus group meetings to further gauge views on the effective implementation of the subject of Primary Science. Stakeholders generally agreed with the arrangements of the support measures provided by the Bureau. EDB will continue to listen to the views of schools and conduct regular reviews and refinements to ensure that the support measures are effective in equipping teachers to implement the new curriculum.

- End -

CONTROLLING OFFICER'S REPLY

EDB185

(Question Serial No. 2346)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The number of teachers in government and aided primary schools has decreased from 21 700 in the 2023/24 school year to 20 900 in the 2024/25 school year, representing a decline of 800 teachers and a wastage rate of 7.5%. In this connection, please advise this Committee of the following –

- (1) Has the Government investigated the reasons for teacher wastage?
- (2) Have statistics been compiled on the wastage rate among more experienced teachers, such as those with more than 10 years of teaching experience? Has the Government assessed the impact of experienced teacher wastage on the quality of teaching?
- (3) Has the lost manpower been sufficiently replenished? Is there under-recruitment of primary school teachers? If yes, please advise the number of schools involved and the total number of shortfalls.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 36)

Reply:

(1) to (3)

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. There are various reasons for teacher wastage, which mainly include retirement, pursuing further studies, changing to other types of schools, taking up employment outside the teaching profession, and leaving the post due to other personal reasons. As EDB has started collecting information on the length of service of in-service primary and secondary school teachers since the 2023/24 school year, relevant statistics will only be available starting from the 2024/25 school year onwards.

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

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

In addition, aided schools may flexibly opt to obtain a cash grant by freezing up to 10% of their teaching staff establishment, and use other cash grants provided for them to appoint teaching staff outside the regular teaching staff establishment. This makes room for aided schools to deploy resources flexibly. Under the aforesaid cash grant mechanism, the change in the number of drop-out teachers does not reflect the manpower situation of teachers in primary schools.

According to our observation, the operation of schools is smooth in general. With the declining school-age population, the demand for teachers would decrease correspondingly. We will continue to monitor the situation and maintain close communication with the school sector.

- End -

CONTROLLING OFFICER'S REPLY

EDB186

(Question Serial No. 2347)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council (VTC) would establish the Hong Kong Institute of Information Technology (HKIIT) to provide dedicated pre-employment and in-service training for the information technology (IT) sector, with a view to meeting the demand for IT talent and development needs. In this connection, will the Government advise this Committee of –

- (1) the expected timeframe of the official establishment of HKIIT;
- (2) the courses/programmes planned to be offered;
- (3) the expected student intakes in the first 3 years; and
- (4) the funds required for the establishment of HKIIT and the manpower requirement for teaching and administrative staff.

In addition, has VTC earmarked funding for exploring the extension of local vocational training to cities in the Mainland to enhance the integration of vocational training in the Greater Bay Area? If yes, how much funding has been earmarked? If no, will funding be earmarked for exploring the extension?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 38)

Reply:

(1) to (4)

To nurture more talent equipped with professional applied skills to cope with the keen manpower needs of the industries, the Government supports the Vocational Training Council (VTC) in establishing the Hong Kong Institute of Information Technology (HKIIT) to provide dedicated pre-employment and in-service training for the information technology (IT) sector, with a view to strengthening the capacity of the IT sector as well as meeting the manpower and development needs of Hong Kong. HKIIT was established under VTC as its 14th member institution on 1 November 2023.

On pre-employment training, HKIIT will continuously update its curriculum and offer diversified programmes covering various learning areas such as cybersecurity, artificial intelligence, software engineering, augmented reality, virtual reality, cross-platform mobile applications development, game software development, cloud and data centre administration, data science and predictive analytics. Moreover, HKIIT will continue to develop more higher diploma programmes in the future based on market demand and technology trends. Currently, the programmes to be offered in the 2024/25 academic year include about 11 full-time higher diploma programmes.

At the same time, to meet the strong demand for enhancing IT knowledge and skills from the workforce, HKIIT also offers and develops upskilling and reskilling training certificate programmes for industry practitioners, corporate employees and members of the public, covering areas such as data science, big data, artificial intelligence, information security, web application penetration testing, cloud computing, and IT project management.

VTC anticipates that the number of students will be at least 2 400 for pre-employment training in each of the first 3 years. It also plans to increase the number of in-service training places from about 3 930 to about 4 330 for the 3 academic years from 2024/25 to 2026/27.

The initial costs involved in the establishment of HKIIT are borne by VTC, mainly covering the improvement in part of the existing academic building and the provision of new IT teaching facilities, including the Cybersecurity Centre, the AI & Big Data Centre, and the Digital Innovation Co-creation Centre, to enable early operation of the campus.

VTC has been prudent in the planning of human resources to meet the needs in teaching. In addition to formulating the overall regular staff establishment (including teaching, administrative and supporting staff) based on an academic year cycle, VTC deploys resources flexibly in light of the operation and development needs of the disciplines. VTC has deployed existing staff in the IT-related disciplines and employed additional staff outside the regular establishment for the newly set up HKIIT to enable its smooth operation in the 2024/25 academic year.

VTC also strives to strengthen collaboration with Mainland partners in vocational and professional education and training, including co-operation in the Greater Bay Area. In particular, VTC and Shenzhen Polytechnic University (SZPU) have been providing joint training programmes that offer dual certificates since 2008. Graduates from the programmes will be awarded a higher diploma by VTC and a certificate for specialised skills by SZPU. VTC and SZPU entered into a collaborative framework agreement in December 2020 to pursue further collaboration in different areas, including offering joint programmes, providing vocational training, internships and exchange opportunities for students from Guangdong and Hong Kong, and conducting research and development. In addition, VTC has been offering joint programmes with Nanning College for Vocational Technology since 2020, as well as providing training for teachers of vocational institutions in the Mainland to share the experiences of implementing vocational and professional training in Hong Kong. VTC will continuously review its strategies for development in the Mainland and its progress.

- End -

CONTROLLING OFFICER'S REPLY

EDB187

(Question Serial No. 2348)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As mentioned in the Estimates, the Government will collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications, including higher diploma qualifications, and will put the mutual recognition on trial for selected pilot areas. In this connection, will the Government advise this Committee of the discussion progress? How many sub-degree level qualifications are being covered in the mutual recognition for selected pilot areas? When will the first-round results of the mutual recognition be released?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 39)

Reply:

The Hong Kong Special Administrative Region Government has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications in a bid to expand the vocational and professional talent pool of Hong Kong, create strong impetus for growth for Hong Kong, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. In the first half of 2023, the Education Bureau completed the Review of Sub-degree Education to more sharply differentiate vocational and professional education and training (VPET) and academic pathways, and to enhance the positioning of VPET at sub-degree level. The updated programme guidelines were promulgated in July 2023. We also made a study visit to Guangdong Province in November 2023 and met with the relevant Mainland authority and institutions offering higher vocational education. We are proactively following up the mutual recognition of sub-degree level qualifications with the relevant Mainland authorities and are exploring the trial implementation of mutual recognition on a pilot basis. Details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB188

(Question Serial No. 2349)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As mentioned in the Estimates, the Government will encourage institutions to offer more applied degree programmes and enhance enrolment incentive to support appropriate self-financing institutions to develop into universities of applied sciences (UAS). In this connection, will the Government advise this Committee of the following –

- (1) The number of self-financing post-secondary institutions that have expressed interest in developing into UAS.
- (2) The earliest expected timeframe for the establishment of UAS.
- (3) Since the Government has stated that it will give priority consideration to providing an annual subsidy of \$5,000 to \$8,000 for full-time students enrolled in institutions approved to become UAS, what is the expected amount of funding to be earmarked for this purpose in the first 3 years?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 40)

Reply:

(1) and (2)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024, and will provide relevant financial and related supports. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and met all the criteria, and had become the first UAS in Hong Kong.

(3)

The Government launched two rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Eight pilot applied degree programmes offered by four self-financing post-secondary institutions (including HKMU) were selected. HKCAAVQ has been appointed as a consultant to assist the institutions in developing the pilot programmes. The first batch of pilot programmes were launched in the 2022/23 academic year, while the second batch of programmes are expected to be launched in the 2024/25 academic year pending their successful completion of the relevant quality assurance processes.

On the basis of the experience gained from the Pilot Project, we promulgated the Guidelines in Developing Applied Degree Programmes (the Guidelines)^(Note) in February 2024, encouraging post-secondary institutions to carry out planning for more applied degree programmes. In addition, we plan to provide additional support for applied degree programmes through SSSDP, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors and enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of \$5,000 (for non-laboratory-based applied degree programmes) and \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone the relevant accreditation. In the 2024/25 academic year, each of the students concerned may receive subsidies up to \$50,810 or \$87,770 respectively. We will also enhance the relevant mechanism to allow relevant institutions under SSSDP to make a one-off tuition fee adjustment after the completion of the accreditation for applied degree programmes so that the enhanced cost structure of developing and operating applied degree programmes can be reflected. It is expected that around 2 500 eligible full-time students enrolling in the eight applied degree programmes offered by the four self-financing post-secondary institutions will be benefitted in the 2024/25 academic year. The estimated additional expenditure for 2024-25 is around \$20 million.

Note: The Guidelines are set out at Appendix 1 of the Manual for Institutional Review for University of Applied Sciences: https://www.hkcaavq.edu.hk/en/accreditation/institutional_review/.

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 1945)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Will the Government advise this Committee of the following –

1. please set out the respective Mainland exchange programmes for primary and secondary students subsidised by the Government, as well as the respective numbers of student participants and expenditures involved in the previous school year and for the current school year;
2. please set out the respective Mainland exchange programmes for post-secondary students subsidised by the Government, as well as the respective numbers of student participants and expenditures involved in the previous school year and for the current school year; and
3. whether Mainland professional exchange activities were organised for teachers in the previous school year and will be organised for the current school year; and please provide information on the respective programmes, as well as the respective numbers of teacher participants and expenditures involved.

Asked by: Hon YIU Pak-leung (LegCo internal reference no.: 10)

Reply:

1.

The Education Bureau (EDB) has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. The numbers of students joining Mainland exchange programmes in the 2022/23 and 2023/24 school years and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	600	2.1
2023/24 ⁺⁺	72 700	78.8

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB.

⁺ Actual figures revised from last year's estimates.

⁺⁺ Provisional figures.

In addition, with the full resumption of normal travel between Hong Kong and the Mainland, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS) in April 2023. All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. In the 2022/23 and 2023/24 school years, the numbers of senior secondary students joining CS Mainland study tours and the expenditures involved are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2022/23 ⁺	43 300	29.9
2023/24 ⁺⁺	52 300	82.6

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB.

⁺ Actual figures revised from last year's estimates.

⁺⁺ Provisional figures.

Starting from the 2023/24 school year, EDB has launched the 5-year “Greater Bay Area Career Exploration Tours” Programme, under which public sector schools and Direct Subsidy Scheme (DSS) schools offering the local senior secondary curriculum can arrange study activities in the Greater Bay Area for senior secondary students. In the 2023/24 school year, the estimated number of senior secondary students participating in the “Greater Bay Area Career Exploration Tours” Programme and the expenditure involved are as follows –

School year	No. of senior secondary students	Expenditure (\$ million)
2023/24 ⁺⁺	6 000	10.4

⁺⁺ Provisional figures

Moreover, EDB has implemented the Sister School Scheme to enhance professional exchanges and collaboration among local and Mainland schools. Starting from the 2018/19 school year, EDB has been providing a recurrent grant and professional support for each local public sector and DSS school (including special school) that has formed sister school(s) with its counterpart(s) in the Mainland. The amounts of grant per school for the 2022/23 and 2023/24 school years are around \$160,000 and \$163,000 respectively.

EDB supports post-secondary students in participating in various exchange programmes in the Mainland, including the Mainland Experience Scheme for Post-secondary Students and Vocational Training Council (VTC)'s Mainland exchange activities. In the 2022/23 and 2023/24 academic years, the number of students participating in the Mainland Experience Scheme for Post-secondary Students and VTC's Mainland exchange activities, and the expenditures involved are as follows –

School year	Mainland Experience Scheme for Post-secondary Students		Mainland exchange activities organised by VTC ^{&}	
	No. of students [*]	Expenditure (\$ million) [@]	No. of students	Expenditure (\$ million)
2022/23 [#]	300	2.0 ^Δ	90 [^]	0.3
2023/24 ⁺	600	14.1	1 600 [*]	4.5

[&] Including the Pilot International Study Programme (Mainland Exchange) and the short-term learning programme titled "The Greater Bay Area Explore Trip".

[^] Rounded down to the nearest ten.

^{*} Rounded down to the nearest hundred.

[@] Manpower resources for the provision of the above scheme are subsumed under the recurrent expenditure of EDB.

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

⁺ Provisional figures.

^Δ Due to the COVID-19 epidemic, the exchange activities were not fully resumed in the 2022/23 school year.

Besides, it is expected that EDB will provide subsidies for 7 Mainland exchange activities for students pursuing the Diploma of Applied Education Programme in the 2023/24 school year. The number of participants and estimated expenditure are about 140 and \$300,000 respectively. No relevant activities were organised in the 2022/23 academic year.

3.

With the full resumption of normal travel between Hong Kong and the Mainland in early 2023, EDB has promptly resumed relevant Mainland study tours, including those for newly-joined teachers, promoted teachers and in-service teachers, as well as the Leadership Enhancement Programme for Primary and Secondary School Principals, with a view to providing teachers with more opportunities to engage in professional exchanges in the Mainland.

In the 2022/23 and 2023/24 school years, the number of teachers joining Mainland professional exchange programmes and the expenditure involved are as follows –

School year	No. of teachers [*]	Expenditure (\$ million) [@]
2022/23 [#]	1 320	7.7
2023/24 ⁺	6 580	39.4

^{*} Rounded down to the nearest ten.

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

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

⁺ Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB190

(Question Serial No. 1404)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the work on national education, patriotic education and national security education (NSE) in primary and secondary schools, will the Government advise this Committee of the following –

- (1) the respective numbers and details of activities on national education, patriotic education and NSE in government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools, as well as the respective numbers of student participants and expenditures involved in the past 3 years;
- (2) the respective numbers and ranks of teachers responsible for national education, patriotic education and NSE for government, aided and DSS primary and secondary schools, as well as the relevant teacher-to-student ratios in the past 3 years; and
- (3) the respective numbers and hours of lessons on national education, patriotic education and NSE for government, aided and DSS primary and secondary schools in the past 3 years?

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

Reply:

(1) to (3)

National education and national security education (NSE) of Hong Kong, which have incorporated the elements and spirit of patriotic education, are indispensable parts of the school curriculum. The Education Bureau (EDB) has been supporting schools, through adopting the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”, in strengthening national education, patriotic education and NSE, as well as enhancing a sense of national identity, and an awareness of and a sense of responsibility for safeguarding national security among students, thereby nurturing them into talents with love for our country and Hong Kong, global perspectives and readiness to shoulder great responsibilities.

Life-wide learning activities

Mainland exchange programmes and study tours for students form an important part of national education, patriotic education and NSE, supporting students to enhance their understanding of the history, culture, technology and development of our country through first-hand experience and strengthen their sense of national identity. EDB has been proactively implementing Mainland exchange programmes for students, providing more than 100 000 exchange quotas annually for primary and secondary students to visit various provinces and municipalities, with a view to deepening what they have learnt in class. The numbers of students joining Mainland exchange programmes from the 2021/22 to 2023/24 school years and the expenditures involved are as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million) [@]
2021/22 [#]	0	0
2022/23 ⁺	600	2.1
2023/24 ⁺⁺	72 700	78.8

[@] Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

[#] Mainland exchange programmes for students were suspended due to the epidemic

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary subject of Citizenship and Social Development (CS). All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB. In the 2022/23 and 2023/24 school years, the numbers of senior secondary students joining CS Mainland study tours and the expenditures involved are as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million) [@]
2022/23 ⁺	43 300	29.9
2023/24 ⁺⁺	52 300	82.6

[@] Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

In the past 3 years, EDB has been organising diversified territory-wide activities on national education for primary and secondary students, such as the annual Chinese Classic Sayings campaign and Territory-wide Primary Schools Quiz Competition on Chinese History and Culture, involving over 122 000 student participants in total. More than 710 000 students participated in the Constitution and Basic Law Territory-wide Inter-school Competition, the National Day Online Quiz Competition and the National Constitution Day Online Quiz Competition. For three consecutive years starting from the 2021/22 school year, EDB and the Security Bureau (SB) have jointly organised the “Let’s Join Hands in Safeguarding National Security” Programme, which comprises activities including an online quiz competition, slogan-cum-poster design competition, school bulletin board design competition and writing competition, involving over 190 000 student participants in total. In the 2023/24 school year, EDB, the Department of Justice, SB and Hong Kong Shine Tak Foundation also

jointly organised the Territory-wide Inter-school National Security Knowledge Challenge, involving about 103 000 student participants. Besides, EDB has organised the “Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture” and the Junior Secondary History e-Reading Award Scheme, involving a total of over 147 000 student participants.

Starting from the 2020/21 school year, EDB has launched the Constitution and Basic Law Student Ambassadors Training Scheme (the Scheme) to foster a sense of national identity among students through the provision of diversified life-wide training activities, such as film appreciation sessions on themes about our country, thematic seminars and workshops on national flag raising ceremony. EDB continues to strengthen the training of student ambassadors by, for example, organising leadership training workshops to help student ambassadors perform their leadership roles more effectively in promoting a diverse range of national education activities in schools. In the 2023/24 school year, over 7 400 students from more than 400 schools are participating in the Scheme.

EDB also continues to organise diversified activities with a view to enriching primary and secondary students’ learning experiences in relation to Chinese history and culture as well as enhancing students’ interests in learning Chinese culture. Examples of such activities include student competitions on Chinese history and culture, activities related to the teaching of the history of the War of Resistance against Japanese Aggression and heritage education. In addition, to continuously enhance patriotic sentiments among primary and secondary students, EDB has invited schools and students to participate in the production of music videos entitled “My Motherland and I” and “On the Young China”, and in the collections of music videos entitled “The Pearl of the Orient” and “Warm Wishes” since 2022. The videos have been uploaded to EDB YouTube channel and EDB Educational MultiMedia in celebration of the National Day and Hong Kong’s return to the Motherland. A total of around 1 000 students have taken part in relevant performances.

EDB and the Hong Kong Palace Museum (HKPM) have jointly organised the Stories of the Hong Kong Palace Museum Treasures – Picture Book Creating Competition, From the Hong Kong Palace Museum to STEAM Education – “Ignite the Passion for the HKPM” Lighting Design Competition, as well as “Relishing Creativeness in the Hong Kong Palace Museum” Music Composition Competition, involving about 500 student participants in total. To facilitate schools’ organisation of school-based activities on national education, patriotic education and NSE on important dates, EDB also compiles an annual “National Education – Event Planning Calendar” to provide examples of learning activities and related learning and teaching resources.

Being the school sponsoring body (SSB) of government schools, EDB has taken the lead, in the 2022/23 school year, in launching a series of inter-school national education activities under the theme of “Love Our Home, Treasure Our Country”. In the 2023/24 school year, EDB has also joined hands with other SSBs and school councils to launch the “Love Our Home, Treasure Our Country 2.0” series of inter-school national education activities, so as to commemorate key national events (e.g. the National Day and the National Security Education Day) and promote national education. Such collaboration can facilitate the consolidation of resources and forces of different schools to enhance the effectiveness of national education, and allow patriotic sentiments as well as national concepts to be rooted in the hearts of students. It is expected to involve over 27 000 participants in total.

As the expenditure and estimates on the organisation of the above activities are subsumed under EDB's recurrent expenditure, a breakdown is not available.

Curriculum planning

Promoting national education, patriotic education and NSE is not only an ongoing task of schools, but also an exercise requiring whole-school participation and a shared responsibility of teaching staff across different ranks in schools. Since the 2022/23 school year, all publicly-funded schools have already assigned a dedicated co-ordinator to lead the strategic planning of national education (including NSE) in schools based on a whole-school approach. EDB continues to support schools in integrating relevant learning elements into the learning and teaching of various Key Learning Areas and subjects through holistic curriculum planning. Those learning elements should not be confined to particular lessons but flexibly incorporated into different learning activities outside the classroom, with a view to enhancing a sense of belonging to our country, an affection for the Chinese people and a sense of national identity among students from an early age in a holistic and systematic manner. Given the "whole-school participation" approach mentioned above, all teachers, in principle, are involved in the promotion of national education, patriotic education and NSE across subjects as well as within and beyond the classroom. Therefore, such information as the numbers and ranks of teachers involved, teacher-to-student ratios, as well as the numbers and hours of lessons is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB191

(Question Serial No. 3278)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding paragraph 196 of the Budget Speech, please advise this Committee of the following –

- (1) Are there any specific plans on the use of the start-up fund of \$100 million set aside for supporting self-financing post-secondary institutions in forming an alliance of universities of applied sciences? Is there any particular emphasis in the publicity and promotion?
- (2) What performance indicators will be used to measure the effect of raising the status of vocational and professional education and training among parents, students and society in general?

Asked by: Hon ZHANG Xinyu, Gary (LegCo internal reference no.: 42)

Reply:

(1) to (2)

In line with the strategy of fostering industry-institution collaboration and diversified development, the Chief Executive announced in the 2023 Policy Address that the Government would facilitate the establishment of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training (VPET) at degree level to provide an alternative pathway to success for young people who aspire to pursue a career in the professional skills sectors. UAS will provide VPET programmes with an applied focus blending theory and practice, including applied degree programmes, closely collaborate with professional skills sectors, and incorporate substantial internship and work-based learning opportunities in other degree programmes to help students develop applied skills, thereby creating impetus for Hong Kong's development.

To enable capable and experienced self-financing post-secondary institutions to plan ahead and develop towards the direction of UAS, we promulgated the criteria for qualifying as UAS in February 2024. We also announced on 21 March 2024 that the Hong Kong Metropolitan University (HKMU) had passed the institutional review conducted by the Hong Kong Council

for Accreditation of Academic and Vocational Qualifications and met all the criteria, and had become the first UAS in Hong Kong.

To bolster the development of UAS, we will provide relevant financial and related supports. As announced by the Financial Secretary in the 2024-25 Budget, the Government has granted a start-up fund of \$100 million to support prospective post-secondary institutions to form an alliance of UAS (the alliance) within 2024. The alliance's secretariat will be established at HKMU, which will take the lead in the development of the alliance. The Education Bureau (EDB) will set up a committee for steering and vetting the use of the start-up fund. The fund will be deployed to support the joint promotion to be conducted by the alliance for the next 5 to 10 years, including fostering collaboration with UAS on the Mainland and overseas, initiating collaboration and research about applied education at the post-secondary level, and organising joint promotion activities, in order to enhance the status of VPET in society and among parents and students. The alliance will announce its work plans in due course.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3031)

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

To ease the cash flow burden of student loan repayers amidst the epidemic, the Government has provided interest-free deferral of loan repayment arrangement since April 2020 for 4 years, and announced in last year's Policy Address its extension for another year until 31 March 2025. Will the Government inform this Committee of:

- (1) the numbers of applications received and approved since the implementation of the interest-free deferral of loan repayment arrangement, as well as the average length of deferral granted;
- (2) the proportion of students applying for the arrangement concerned to the total number of student loan repayers;
- (3) the total amount of outstanding loans with recovery actions still underway and the number of students involved.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 39)

Reply:

(1) and (2)

To ease the financial burden of student loan repayers (except defaulters against whom legal recovery actions have been taken) amidst the epidemic, the Government has been providing interest-free deferral of loan repayment arrangement (deferral arrangement) for 5 years from 1 April 2020 to 31 March 2025 (suspension period). New loan repayers with loan repayments activated upon graduation or completion of study during the suspension period are also eligible for the deferral arrangement. Without having to apply, all eligible student loan repayers do not need to repay the principal and instalment interest payable during the suspension period, i.e. the repayment period will also be correspondingly extended for up to

5 years. However, student loan repayers may choose to opt out of the deferral arrangement and continue to repay according to their original repayment schedules. Since the implementation of the deferral arrangement from 1 April 2020 and up till 31 January 2024, about 16 000 student loan repayers have opted out of the deferral arrangement, accounting for about 8% of the total number of repayers.

(3)

The numbers of default cases[^] and amounts in default[@] under various student financial assistance schemes as at 31 January 2024 are as follows:

A. Tertiary Student Finance Scheme - Publicly-funded Programmes	
Number of default cases	508
Amount in default (\$ million)	12.23
B. Financial Assistance Scheme for Post-secondary Students	
Number of default cases	603
Amount in default (\$ million)	9.34
C. Non-means-tested Loan Scheme for Full-time Tertiary Students	
Number of default cases	379
Amount in default (\$ million)	8.00
D. Non-means-tested Loan Scheme for Post-secondary Students	
Number of default cases	1 072
Amount in default (\$ million)	27.71
E. Extended Non-means-tested Loan Scheme	
Number of default cases	2 948
Amount in default (\$ million)	45.82
Total	
Number of default cases	5 510
Amount in default (\$ million)	103.10

[^] Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

[@] The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1660)

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

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

As mentioned in the Matters Requiring Special Attention in 2024-25 under Head 173 - Working Family and Student Financial Assistance Agency, the Government will continue the concerted efforts to recover student loans in arrears. In this connection, please inform this Committee of the following:

- In respect of schemes providing means-tested and non-means-tested loans for post-secondary students, what are the total numbers of applications, the median and total loan amounts, the numbers of write-off cases and the amounts borne accordingly in the past 3 years?
- Given the possibility of an increase in tuition fees for undergraduate programmes, will the Government consider lowering the interest rate of the non-means-tested loan schemes to be on par with that of the means-tested loans so as to ease the burden of applicants? If not, what are the reasons?

Asked by: Hon LEE Wai-wang, Robert (LegCo internal reference no.: 30)

Reply:

Information on loans provided to post-secondary students and write-off cases

The information on loans disbursed to students by the Student Finance Office (SFO) and write-off cases under the means-tested financial assistance schemes (i.e. Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and Financial Assistance Scheme for Post-secondary Students (FASP)) and non-means-tested loan schemes (NLS) (i.e. 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)) for local post-secondary students in the 2021/22 to 2023/24 academic years is tabulated below:

Scheme	Academic Year		
	2021/22	2022/23	2023/24*
Means-tested Financial Assistance Schemes			
(i) TSFS			
Number of loans disbursed	2 921	2 797	1 985
Median loan amount (\$)	53,890	55,560	57,340
Total amount of loans disbursed (\$ million)	132.22	131.50	97.16
Number of write-off cases #	46	16	5
Write-off amount (\$ million)	2.88	0.94	0.04
(ii) FASP			
Number of loans disbursed	2 616	2 329	1 572
Median loan amount (\$)	53,890	55,560	57,340
Total amount of loans disbursed (\$ million)	121.07	111.40	78.77
Number of write-off cases #	9	3	1
Write-off amount (\$ million)	0.40	0.06	0.04
NLS			
(i) NLSFT			
Number of loans disbursed	11 366	11 199	10 201
Median loan amount (\$)	42,100	42,100	42,100
Total amount of loans disbursed (\$ million)	451.25	446.51	411.36
Number of write-off cases #	10	5	2
Write-off amount (\$ million)	0.64	0.24	0.02
(ii) NLSPS			

Scheme	Academic Year		
	2021/22	2022/23	2023/24*
Number of loans disbursed	10 346	10 063	9 256
Median loan amount (\$)	58,700	59,000	59,000
Total amount of loans disbursed (\$ million)	609.44	608.10	528.46
Number of write-off cases #	22	5	1
Write-off amount (\$ million)	2.78	0.54	0.10
(iii) ENLS			
Number of loans disbursed	6 086	5 919	3 972
Median loan amount (\$)	61,880	63,000	65,000
Total amount of loans disbursed (\$ million)	455.27	457.53	269.78
Number of write-off cases #	79	33	27
Write-off amount (\$ million)	2.72	1.31	0.95

* As at 31 January 2024

A write-off case may involve the loan repayment accounts of one or more financial assistance schemes administered by SFO. As student loans are funded by public money, SFO endeavours to make every effort to recover outstanding loans from defaulters and their indemnifiers, and will only consider writing off outstanding loans when they are irrecoverable.

Interest rates of post-secondary student financial assistance/ loan schemes

The Government's policy on student finance is to ensure that no local student is denied access to education due to lack of means. Post-secondary students who have financial needs and have passed both the income and assets tests are provided with grants not requiring repayment to pay for their tuition fees and academic expenses, and low-interest loans to cover their living expenses. The interest rate of the loans concerned is currently set at 1% per annum. As for the NLS, they provide loans for students who do not intend to undergo or fail to pass the income and assets tests to settle their tuition fees. The annual interest rate of the non-means-tested loans is determined on a "no-gain-no-loss" basis as approved by the Finance Committee of the Legislative Council, and will be adjusted regularly or in response to changes in the market interest rates in accordance with the established mechanism. In other words, the Government will not seek to make a profit from these loans, nor will it suffer any loss or provide any subsidy. The current interest rate of the loans concerned is 2.42% per annum. If the interest rate of the NLS is set at the same level as that of the means-tested loans, it will mean that taxpayers have to subsidise such schemes, which goes against the "no-gain-no-loss" principle. Moreover, if applicants can obtain low-interest loans from the Government without having to go through the income and assets tests, it will easily result in abuse of the schemes, thus encouraging unnecessary borrowing and increasing the future repayment burden of students.

The Government has implemented a number of measures to ease the repayment burden of student loan borrowers. As regards the interest to be paid, the interest rate of means-tested

loans has been lowered from 2.5% to the prevailing 1% per annum as mentioned above. In addition, the risk-adjusted-factor rate for determining the interest rate of the NLS previously has been reduced from 1.5% to 0% per annum, and hence the current interest rate is 2.42% per annum. In respect of the repayment arrangements, the standard repayment period has been extended to 15 years, with quarterly instalments changed to monthly instalments. To ease the financial burden of student loan borrowers right upon their graduation and allow them more time to secure a stable job, they are given the option of commencing loan repayment one year after graduation. Student loan borrowers with proven repayment difficulties (e.g. financial hardship, further full-time study or serious illness) may apply to defer repayment of their loans without interest for up to a maximum of 2 years, meaning that the repayment period of the borrowers concerned can be up to 17 years. Furthermore, the Government has been providing interest-free deferral of loan repayment arrangement for 5 years from 1 April 2020 to 31 March 2025 (suspension period). Without having to apply, eligible student loan repayers do not need to repay the principal and instalment interest payable during the suspension period. Taking into account the 5-year suspension period, the entire repayment period will be correspondingly extended to up to 22 years. These measures can appropriately ease the repayment burden of student loan borrowers.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2940)

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

Regarding the Working Family and Student Financial Assistance Agency (WFSFAA) -

1. Please set out the total amount of student loans repaid and administrative fees collected each year since the implementation of interest-free deferral of loan repayment in 2020 up till now, as well as the administrative expenses incurred by the implementation of the deferral of loan repayment each year;
2. It is mentioned under the Programme that the WFSFAA will “continue the concerted efforts to recover student loans in arrears”. Please provide an update on the number of defaulters, amount in default and their reasons for failure to repay loan instalments; and
3. It is mentioned under the Programme that the WFSFAA will be “developing a centralised e-service portal to facilitate single sign-on for different e-services of the Agency”. Noting that online applications for “Financial Assistance Schemes at Pre-primary, Primary and Secondary Levels” and “Financial Assistance Schemes at Post-secondary and Tertiary Levels” are already available on “SFO (Student Finance Office) E-link”, will the centralised e-service portal replace the existing “SFO E-link”? Will the portal be linked to the “iAM Smart” platform? What are the relevant progress and estimated expenditure of developing the portal?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 14)

Reply:

1. To ease the financial burden of student loan repayers (except defaulters against whom legal recovery actions have been taken) amidst the epidemic, the Government has been

providing interest-free deferral of loan repayment arrangement (deferral arrangement) for 5 years from 1 April 2020 to 31 March 2025 (suspension period). The total amounts of loans repaid under 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) in the 2020-21 to 2023-24 financial years are tabulated as follows –

Total Amount of Loans Repaid #	Financial Year			
	2020-21	2021-22	2022-23	2023-24*
	(\$ million)			
TSFS	32.17	29.76	22.13	21.47
FASP	31.47	29.01	22.95	19.35
NLSFT	70.56	75.30	76.15	76.69
NLSPS	151.93	137.80	133.28	116.25
ENLS	110.39	93.16	89.80	81.71
Total	396.52	365.03	344.31	315.47

Including the principal and all interest paid by student loan repayers who opted to repay according to their original repayment schedules, made early lump sum repayment of loans, made early partial repayment of loans and defaulted on repayment.

* As at 31 January 2024

Under the deferral arrangement, the annual administrative fee of \$180 chargeable on loan repayment accounts under the NLSFT, NLSPS and ENLS is waived during the suspension period, but new applicants under the relevant schemes would still be subject to an administrative fee for their applications during the suspension period. The administrative fees collected from applicants of non-means-tested loans in the 2020-21 to 2023-24 financial years are tabulated as follows –

Administrative Fee	Financial Year			
	2020-21	2021-22	2022-23	2023-24*
Total (\$ million)	7.10	6.42	6.26	6.30

* As at 31 January 2024

No additional expenditure was incurred for the implementation of the deferral arrangement.

2. The total number of default cases[^] and the total amount in default[@] under various student assistance schemes as at 31 January 2024 are tabulated as follows –

Total number of default cases[^]	5 510
Total amount in default (\$ million)[@]	103.10

[^] Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

[@] The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years.

The Student Finance Office (SFO) has always appealed to student loan borrowers to actively contact SFO for assistance if they have difficulties in repaying their loans due to financial hardship. For those student loan borrowers who have contacted SFO to apply for deferment of loan repayment, the main reasons for deferment are financial hardship, serious illness and further full-time study.

3. The Working Family and Student Financial Assistance Agency (WFSFAA) commenced in 2022 the project of the centralised e-service portal, which is expected to be launched in 2025. The centralised e-service portal allows users to log in to all financial assistance/loan schemes administered by WFSFAA through a single sign-on process. The portal will interface with our existing e-service portals (including the SFO E-link) and the Government's "iAM Smart" platform in order to provide a one-stop e-service platform for creating better user experiences.

The expenditure on the development of the centralised e-service portal is tabulated below:

2022-23 (\$ million)	2023-24 (as at 29 February 2024) (\$ million)	2024-25 (Estimated) (\$ million)
1.331	3.840	5.571

-End-

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0729)

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Matters Requiring Special Attention in 2024-25 that the Working Family and Student Financial Assistance Agency (WFSFAA) will continue the concerted efforts to recover student loans in arrears. There will also be a decrease of 10 posts. In this connection, please inform this Committee of the following:

- (1) the details and reasons for the decrease of 10 posts;
- (2) with the amount of student loans in arrears having exceeded \$100 million in 2023-24, what loan recovery actions will be taken by the Government or the WFSFAA? What are the manpower and the expenditure involved?
- (3) has the WFSFAA looked into the reasons why the students default on loan repayments? Will any resources be set aside to instill financial planning concepts among students?

Asked by: Hon LIAO Cheung-kong, Martin (LegCo internal reference no.: 7)

Reply:

- (1) In order to maintain the sustainability of our public finances, the Government has strictly controlled the civil service establishment since 2021-22. The Government will continue to implement this initiative, and maintain the target of zero-growth in the civil service establishment in 2024-25, with the aim of containing the establishment at a level not exceeding that as at end-March 2021. For the purpose of meeting such target, the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency (WFSFAA) has enhanced effectiveness and efficiency through re-prioritisation,

internal redeployment and streamlining of work processes, so that various enhancements and administrative arrangements can be taken forward. Having reviewed its manpower requirements, SFO will delete 10 civil service posts with effect from 1 April 2024. The deletion of these 10 posts will not affect the service and efficiency of WFSFAA.

- (2) Cases with two or more consecutive overdue quarterly instalments/six or more consecutive overdue monthly instalments are regarded as default cases. SFO administers different loan recovery procedures as appropriate at different stages on a case-by-case basis having regard to the circumstances of each case. Generally speaking, SFO will issue reminder letters, send SMS messages or make phone calls to the loan borrowers concerned and their indemnifiers requesting them to settle the arrears. Apart from urging them to settle the arrears, SFO will also attempt to find out their reasons for defaulting on the loan repayment and see if they need any assistance. If no repayment or response is received from the loan borrowers and their indemnifiers, SFO will proceed to take legal recovery action against them by referring the cases to the Department of Justice (DoJ) or filing claims directly with the Small Claims Tribunal, depending on the circumstances of the case. For those defaulted loan borrowers who have genuine difficulties in repaying their loans, SFO will provide assistance on a case-by-case basis.

In the 2023/24 academic year (as at 31 January 2024), about 100 staff (including those of SFO and DoJ) are tasked to handle work relating to student loan recovery with an overall operating expenditure of around \$13.9 million.

- (3) SFO has always appealed to student loan borrowers to actively contact SFO for assistance if they have difficulties in repaying their loans due to financial hardship. SFO has established a mechanism to process their applications for loan restructuring or deferment of loan repayment. For those student loan borrowers who have contacted SFO to apply for deferment of loan repayment, the main reasons for deferment are financial hardship, serious illness and further full-time study.

Regarding education on financial management, SFO has all along been promoting education on financial prudence to student loan applicants and their parents to enhance their awareness on proper financial management. This includes providing, through the departmental website, advice to applicants of the various student financial assistance schemes for post-secondary students alongside scheme details.

SFO has also been collaborating with various post-secondary institutions. Apart from holding sharing sessions for the staff of their student affairs offices from time to time to provide them with the latest information on loan application and messages about financial management for students, SFO also distributes relevant promotional materials to these institutions for use in their student activities, with a view to instilling a prudent attitude towards financial management in their students while reminding them of the points to note in making applications under the financial assistance schemes for post-secondary students.

In addition, in collaboration with the Investor and Financial Education Council (IFEC), SFO promotes through its departmental website IFEC's financial education platform "The Chin Family" and its annual financial education campaign "Hong Kong Money

Month”, so as to provide financial management information to student loan applicants and their parents, educate them about the importance of early financial planning and equip them with the relevant knowledge and skills for planning and managing their finances.

To promote the concept of financial prudence among student loan applicants more extensively, SFO has commenced the following work recently:

- Conducts regular visits to student affairs offices of post-secondary institutions with the aim of strengthening communication and connection with regard to education on financial management;
- Updates the “Tips on Financial Management” and related leaflets on its website to promote the messages of financial prudence, credit management and responsible borrowing, as well as to raise awareness on the possible consequences of default in loan repayment for the purpose of strengthening publicity and deterrent effects; and
- Enhances the collaboration with the IFEC and through various activities organised by the IFEC, provides information on financial management to student loan applicants and their parents.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 3291)

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

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Andrew TSANG)

Director of Bureau: Secretary for Education

Question:

How many young people in Hong Kong have to repay student loans? What is the average amount of student loans owed by them?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 70)

Reply:

As at 31 January 2024, about 184 000 loan borrowers under various student financial assistance schemes (excluding those who are still studying and therefore not yet required to commence loan repayment) had outstanding loans, and the average amount of outstanding loan was \$90,065 per person.

- End -

CONTROLLING OFFICER'S REPLY

EDB197

(Question Serial No. 0373)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the work on “disbursing approved grants to the UGC-funded universities and monitoring their financial activities”, will the Government advise this Committee of the following –

1. In respect of the undergraduate and sub-degree programmes of the 8 funded universities in each of the 2022/23 academic year and the current academic year, (a) the number of local student places, (b) the actual local student enrolment, and (c) the tuition fee incomes, broken down by (i) university, (ii) faculty, and (iii) programme;
2. In respect of the undergraduate and sub-degree programmes of the 8 funded universities in each of the 2022/23 academic year and the current academic year, (a) the actual number of non-local self-financing students, (b) the percentage of non-local self-financing students in the total number of students; and (c) the tuition fee incomes, broken down by (i) university, (ii) faculty, and (iii) programme;
3. (a) the funding amount allocated by the UGC, (b) other financial sources (including but not limited to (i) overall tuition fee incomes, (ii) donations, and (iii) other incomes), and (c) the operating position (surplus/deficit and the amount involved, and fiscal reserves, etc.) of the 8 funded universities in each of the 2022/23 academic year and the current academic year, broken down by university.

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

Reply:

1. and 2.

The numbers of local student places as well as local and non-local student enrolment figures of UGC-funded sub-degree and undergraduate programmes by university, level of study and Academic Programme Categories from the 2022/23 to 2023/24 academic years are set out at **Annex 1**. It is worth noting that all non-local students pursuing UGC-funded taught

programmes do not receive public funding, and that the number of such non-local students is accounted for separately from local student places so as to ensure that study opportunities for local students will not be affected. The non-local student enrolment ceiling, which is currently a level equivalent to 20% of local student places, will be doubled to 40% from the 2024/25 academic year onwards. Therefore, apart from the proportion of non-local student enrolment out of the total student enrolment as requested in the question, the proportion of non-local student enrolment out of the number of local student places are also provided for reference. We do not have a breakdown of figures by faculties.

As regards tuition fee charged on non-local students, the UGC-funded universities should charge the non-local students for tuition fees at a level which is at least sufficient to recover all additional direct costs, and such tuition fees should in no circumstances be lower than the fees applicable to local students. Under the principle of institutional autonomy and on the premise that the above conditions are met, the universities may determine the appropriate level of tuition fees for non-local students, having regard to their own circumstances. According to the information provided by the UGC-funded universities, the tuition fees for non-local students enrolled in UGC-funded sub-degree and undergraduate programmes of the universities from the 2022/23 to 2023/24 academic years are at Annex 2. We do not maintain figures regarding the total tuition fee incomes for non-local students of the universities.

3.

According to the annual financial reports of the 8 UGC-funded universities, the breakdown of total income by sources of income, as well as the surplus / deficit and the total fiscal reserves (covering UGC-funded activities and non-UGC-funded activities) of the universities for the 2022/23 academic year are set out at Annex 3 and Annex 4 respectively. The relevant financial reports are also published on their websites. As the 2023/24 academic year has not concluded yet, information on the 2023/24 academic year is not available from the universities for the time being.

**Number of Local Student Places and Local/Non-local Student Enrolment for
UGC-funded Sub-degree and Undergraduate Programmes by University,
Level of Study and Academic Programme Categories
from the 2022/23 to 2023/24 Academic Years**

(Full-time equivalent)

University	Level of Study	Academic Programme Categories	2022/23 Academic Year				2023/24 Academic Year (Provisional figures)					
			Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places
				Local Students	Non-local Students				Local Students	Non-local Students		
CityU	SD	Engineering and Technology		52	-				5	-		
		Architecture and Town Planning		53	-				1	-		
		Sub-total	127	105	-	-	-	-	6	-	-	
	Ug	Studies Allied to Medicine and Health		223	23				256	30		
		Biological sciences		182	38				184	42		
		Physical Sciences		411	68				409	70		
		Mathematical Sciences		226	154				230	151		
		Computer Science and Information Technology		1 062	419				1 061	394		
		Engineering and Technology		1 375	343				1 376	352		
		Architecture and Town Planning		42	-				66	4		
		Business and Management Studies		3 489	570				3 490	547		
		Social Sciences		1 336	118				1 228	126		
		Law		166	37				173	42		
		Media, Journalism and Communications		296	99				287	72		
		Languages & Related Studies		602	17				548	15		
Humanities		204	6				207	5				

University	Level of Study	Academic Programme Categories	2022/23 Academic Year					2023/24 Academic Year (Provisional figures)				
			Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places
				Local Students	Non-local Students				Local Students	Non-local Students		
Total		Arts, Design & Performing Arts		464	59				443	53		
		Sub-total	10 642	10 079	1 950	16.2%	18.3%	10 144	9 957	1 901	16.0%	18.7%
			10 769	10 184	1 950	16.1%	18.1%	10 144	9 963	1 901	16.0%	18.7%
HKBU	Ug	Studies Allied to Medicine and Health		239	29				264	29		
		Biological sciences		331	19				300	21		
		Physical Sciences		267	49				278	51		
		Mathematical Sciences		133	52				134	55		
		Computer Science and Information Technology		337	115				410	133		
		Engineering and Technology		1	0				3	1		
		Business and Management Studies		1 228	231				1 274	240		
		Social Sciences		919	125				906	141		
		Media, Journalism and Communications		726	163				493	125		
		Languages & Related Studies		442	23				441	23		
		Humanities		560	33				577	33		
		Arts, Design & Performing Arts		607	25				918	81		
		Education		433	10				382	11		
Total			6 113	6 224	873	12.3%	14.3%	6 228	6 381	943	12.9%	15.1%
LU	Ug	Physical Sciences		2	2				10	6		
		Mathematical Sciences		17	5				20	4		
		Computer Science and Information Technology		50	14				61	11		
		Engineering and Technology		5	1				8	2		
		Business and Management Studies		773	130				821	138		
		Social Sciences		606	101				648	106		
		Languages & Related Studies		495	78				517	88		

University	Level of Study	Academic Programme Categories	2022/23 Academic Year					2023/24 Academic Year (Provisional figures)				
			Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places
				Local Students	Non-local Students				Local Students	Non-local Students		
Total		Humanities		461	70				458	68		
		Arts, Design & Performing Arts		22	5				40	8		
			2 399	2 431	405	14.3%	16.9%	2 454	2 584	431	14.3%	17.6%
CUHK	Ug	Medicine		1 588	22				1 664	21		
		Studies Allied to Medicine and Health		1 787	33				1 867	36		
		Biological sciences		808	82				831	85		
		Physical Sciences		730	66				743	65		
		Mathematical Sciences		821	267				858	288		
		Computer Science and Information Technology		438	223				485	210		
		Engineering and Technology		1 453	342				1 455	344		
		Architecture and Town Planning		235	37				238	34		
		Business and Management Studies		2 291	603				2 414	588		
		Social Sciences		1 753	368				1 774	379		
		Law		269	41				276	41		
		Media, Journalism and Communications		369	99				369	98		
		Languages & Related Studies		1 115	58				1 118	70		
		Humanities		568	64				564	63		
		Arts, Design & Performing Arts		310	9				310	11		
		Education		410	4				433	11		
Total			14 724	14 945	2 316	13.4%	15.7%	14 796	15 400	2 344	13.2%	15.8%
EdUHK	SD	Studies Allied to Medicine and Health		-	-				-	-		
		Biological sciences		4	-				6	-		
		Physical Sciences		2	-				4	-		
		Mathematical Sciences		12	-				11	-		

University	Level of Study	Academic Programme Categories	2022/23 Academic Year					2023/24 Academic Year (Provisional figures)					
			Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	
				Local Students	Non-local Students				Local Students	Non-local Students			
Total		Computer Science and Information Technology		5	-				8	-			
		Social Sciences		13	-				12	-			
		Languages & Related Studies		42	-				44	-			
		Education		823	0				817	1			
		Sub-total	910	901	0	0.0%	0.0%	895	902	1	0.1%	0.1%	
	Ug	Studies Allied to Medicine and Health		42	3				36	3			
		Biological sciences		77	5				65	5			
		Physical Sciences		125	11				122	12			
		Mathematical Sciences		131	8				123	8			
		Computer Science and Information Technology		58	6				75	8			
		Engineering and Technology		76	6				100	9			
		Business and Management Studies		36	3				55	5			
		Social Sciences		498	72				507	69			
		Languages & Related Studies		796	132				793	131			
		Humanities		102	19				87	16			
		Arts, Design & Performing Arts		449	19				476	21			
		Education		2 192	137				2 415	155			
		Sub-total	4 502	4 583	420	8.4%	9.3%	4 753	4 854	442	8.3%	9.3%	
				5 413	5 484	420	7.1%	7.8%	5 648	5 756	443	7.1%	7.8%
		PolyU	SD	Physical Sciences		67	-				21	-	
Engineering and Technology				347	-				57	-			
Architecture and Town Planning				89	-				7	-			
Sub-total	599			503	-	-	-	-	85	-	-	-	
Ug	Studies Allied to Medicine and Health			3 334	14				3 449	23			

University	Level of Study	Academic Programme Categories	2022/23 Academic Year					2023/24 Academic Year (Provisional figures)				
			Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places
				Local Students	Non-local Students				Local Students	Non-local Students		
		Biological sciences		194	69			201	79			
		Physical Sciences		457	129			486	173			
		Mathematical Sciences		171	93			186	116			
		Computer Science and Information Technology		521	272			525	309			
		Engineering and Technology		3 718	868			3 718	1 011			
		Architecture and Town Planning		512	50			514	54			
		Business and Management Studies		2 512	936			2 473	945			
		Social Sciences		382	23			385	31			
		Languages & Related Studies		413	138			405	141			
		Humanities		55	-			78	8			
		Arts, Design & Performing Arts		876	42			910	55			
		Sub-total		13 140	13 144			2 634	16.7%			20.0%
Total			13 739	13 647	2 634	16.2%	19.2%	13 194	13 415	2 945	18.0%	22.3%
HKUST	Ug	Biological sciences		524	92			536	95			
		Physical Sciences		735	129			741	132			
		Mathematical Sciences		573	206			610	232			
		Computer Science and Information Technology		423	192			443	198			
		Engineering and Technology		2 879	539			2 876	585			
		Business and Management Studies		2 592	550			2 630	588			
		Social Sciences		534	181			552	172			
		Humanities		93	16			98	13			
		Arts, Design & Performing Arts		11	8			13	8			
		Total						8 476	8 364			1 913

University	Level of Study	Academic Programme Categories	2022/23 Academic Year				2023/24 Academic Year (Provisional figures)					
			Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places	Local Student Places	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Proportion of Non-local Student Enrolment out of Local Student Places
				Local Students	Non-local Students				Local Students	Non-local Students		
HKU	Ug	Medicine		1 576	29				1 609	44		
		Dentistry		461	5				482	4		
		Studies Allied to Medicine and Health		1 840	87				1 897	83		
		Biological sciences		614	251				670	262		
		Physical Sciences		517	207				538	213		
		Mathematical Sciences		629	261				680	266		
		Computer Science and Information Technology		338	281				370	275		
		Engineering and Technology		1 676	570				1 689	596		
		Architecture and Town Planning		593	84				621	71		
		Business and Management Studies		1 152	736				1 210	773		
		Social Sciences		1 761	743				1 724	737		
		Law		608	103				649	107		
		Media, Journalism and Communications		84	34				81	38		
		Languages & Related Studies		1 058	134				1 069	139		
		Humanities		492	63				511	67		
		Arts, Design & Performing Arts		171	39				172	45		
		Education		453	9				426	7		
Total			13 826	14 021	3 636	20.6%	26.3%	13 901	14 398	3 728	20.6%	26.8%

Notes:

1. '0' denotes less than 0.5; '0.0%' denotes less than 0.05%.
2. '-' denotes nil.
3. Figures may not add up to the corresponding totals due to rounding.
4. Place of origin of non-local students is determined having regard to their nationality / place of residence.

5. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong
SD	Sub-degree	Ug	Undergraduate

Overview of Tuition Fees for Non-local Students of UGC-funded Sub-degree and Undergraduate Programmes for the 2022/23 and 2023/24 Academic Years

University	Tuition Fees for Non-local Students			
	Sub-degree Programmes		Undergraduate Programmes	
	2022/23 Academic Year (HK\$ per year)	2023/24 Academic Year (HK\$ per year)	2022/23 Academic Year (HK\$ per year)	2023/24 Academic Year (HK\$ per year)
CityU	Not applicable (N.A.)	N.A.	\$140,000	\$145,000
HKBU	N.A.	N.A.	\$145,000	\$145,000
LU	N.A.	N.A.	\$140,000	\$145,000
CUHK	N.A.	N.A.	\$145,000	\$145,000
EdUHK	N.A. ^(Note)	\$70,000	\$140,000	\$140,000
PolyU	N.A.	N.A.	\$145,000	\$145,000
HKUST	N.A.	N.A.	\$140,000	\$155,000
HKU	N.A.	N.A.	\$171,000	\$182,000

Source: Information provided by the UGC-funded universities

Note: The EdUHK indicated that as it did not conduct any admission exercise for non-local students of sub-degree programmes in the 2022/23 academic year, no tuition fee has been determined for non-local students for that academic year.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

**Total Income of UGC-funded Universities by Sources of Income
for the 2022/23 Academic Year**

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	CityU		HKBU		LU		CUHK		EdUHK		PolyU		HKUST		HKU		(HK\$ million)	(% (As a % of total income))
	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))	(HK\$ million)	(% (As a % of total income))		
2022/23																		
Government Subventions																		
Subventions from UGC (Note 1)	2,976	52.1%	1,679	42.1%	583	43.6%	5,385	48.1%	1,189	54.8%	3,943	50.4%	3,129	48.4%	5,920	45.7%	24,805	48.0%
Subventions from government agencies (Note 2)	292	5.1%	108	2.7%	16	1.2%	599	5.3%	89	4.1%	496	6.3%	388	6.0%	596	4.6%	2,584	5.0%
Sub-total*	3,268	57.2%	1,787	44.8%	599	44.8%	5,984	53.4%	1,278	58.9%	4,439	56.7%	3,517	54.4%	6,517	50.3%	27,388	53.0%
Tuition Fee and Other Sources of Income																		
Tuition and other fees	2,081	36.4%	1,483	37.2%	598	44.8%	2,635	23.5%	573	26.4%	2,208	28.2%	1,593	24.7%	3,730	28.8%	14,902	28.8%
Interest and investment income	9	0.2%	329	8.2%	37	2.8%	840	7.5%	85	3.9%	360	4.6%	802	12.4%	453	3.5%	2,916	5.6%
Donations and benefactions	84	1.5%	113	2.8%	46	3.5%	564	5.0%	165	7.6%	253	3.2%	126	2.0%	632	4.9%	1,983	3.8%
Ancillary services and other incomes	275	4.8%	278	7.0%	55	4.1%	1,183	10.6%	71	3.2%	570	7.3%	423	6.5%	1,632	12.6%	4,486	8.7%
Total income*	5,717	100.0%	3,990	100.0%	1,336	100.0%	11,205	100.0%	2,172	100.0%	7,830	100.0%	6,461	100.0%	12,964	100.0%	51,676	100.0%

Source: Financial reports of the UGC-funded universities

* The sum of figures may differ slightly from the total due to rounding.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Notes:

1. Subventions from UGC mainly include Block Grants, Earmarked Research Grants, other grants earmarked for other specific purposes, Research Matching Grants and Matching Grants, etc.
2. Subventions from government agencies mainly include those from government bureaux and departments such as Health Bureau, Innovation and Technology Commission and Environmental Protection Department, etc.

Surplus / Deficit and Total Reserves of UGC-funded Universities ^(Note 1) for the 2022/23 Academic Year

University	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) for the Year (\$million)								
2022/23	(345)	511	197	1,841	172	934	1,141	1,935
Total Reserves (\$million)								
2022/23								
UGC-funded reserves <small>(Note 2)</small>	1,479	502	379	4,553	731	1,877	3,827	2,795
Non-UGC-funded reserves <small>(Note 3)</small>	8,518	8,277	2,619	27,700	2,757	11,487	14,073	34,353
Total*	9,997	8,779	2,998	32,253	3,488	13,364	17,900	37,148

Source: Financial reports of UGC-funded universities

* The sum of figures may differ slightly from the total due to rounding.

Notes:

1. The financial information contained in this Annex only covers those activities at university level (i.e. excluding subsidiaries).
2. UGC-funded reserves include the General and Development Reserve Fund, Matching Grants and Research Matching Grants.
3. Non-UGC-funded reserves include self-financed reserves, donations and benefactions, etc.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

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CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 0374)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Under the Matters Requiring Special Attention in 2024-25, it is mentioned that the Government will “increase the Hong Kong PhD Fellowship Scheme (HKPFS) fellowship award places to attract more outstanding talents to study and conduct research in Hong Kong”. In this connection, will the Government inform this Committee:

1. of the numbers of PhD students awarded in each of the past 2 academic years and the current academic year with a breakdown by university, area of studies and nationality;
2. whether a mechanism will be established to enhance the competitiveness of local students under the HKPFS so that more students who are willing to engage themselves in creating strong impetus for Hong Kong’s growth can benefit from the scheme; if so, of the details; if not, of the reasons;
3. as mentioned in the 2023 Policy Address that “the quota of the Hong Kong PhD Fellowship Scheme (will increase) by one-third gradually, from 300 to 400 places per academic year”, whether there are any specific timetables and roadmaps to show the number of places available under the HKPFS in the 2024/25 academic year and the subsequent academic years, and of the additional amount of costs or the capital injection required?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 9)

Reply:

1.

The numbers of the Hong Kong PhD Fellowship Scheme (HKPFS) awardees in the 2021/22 to 2023/24 academic years by university, broad academic programme category and place of origin are tabulated at Annex.

2.

The selection process of the HKPFS is guided by a merit-based approach, taking into account applicants' academic performance and research abilities. Their place of origin is not a relevant consideration. For instance, in the 2021/22 to 2023/24 academic years, the success rate of local students in applying for the HKPFS was 12%-13%, which was significantly higher than that of 4% for students from other places. This testified that local students have been competitive under the HKPFS. Besides, with a view to encouraging and supporting Hong Kong students to engage in research work, the Government launched the Tuition Fee Waiver Scheme in the 2018/19 academic year to provide a tuition waiver for all local full-time students enrolled in the University Grants Committee-funded research postgraduate programmes, without restrictions on the number of beneficiaries. As such, the Government has no plan to set up any other extra mechanism.

3.

The Government will gradually increase the annual number of fellowships to be awarded under the HKPFS, i.e. from 300 in the 2023/24 academic year to 350 in the 2024/25 academic year, and to 400 in the 2025/26 academic year and thereafter.

Currently, the HKPFS awardees will each be entitled to an annual stipend of \$331,200 and conference and research-related travel allowances of \$13,800 (\$345,000 in total) for a period of up to 3 years. The cumulative additional expenditure arising from the said increase in the annual number of fellowship will be \$17.25 million in the 2024/25 academic year, \$51.75 million in the 2025/26 academic year, \$86.25 million in the 2026/27 academic year, and \$103.5 million in the 2027/28 academic year and beyond.

**The numbers of the HKPFS awardees
in the 2021/22 to 2023/24 academic years by university**

University	Number of awardees in the 2021/22 academic year	Number of awardees in the 2022/23 academic year	Number of awardees in the 2023/24 academic year
City University of Hong Kong	44	30	40
Hong Kong Baptist University	13	9	9
Lingnan University	6	3	5
The Chinese University of Hong Kong	65	62	62
The Education University of Hong Kong	4	5	6
The Hong Kong Polytechnic University	32	35	29
The Hong Kong University of Science and Technology	68	80	77
The University of Hong Kong	68	76	72
Total	300	300	300

**The numbers of the HKPFS awardees
in the 2021/22 to 2023/24 academic years by broad academic programme
category**

Broad academic programme category	Number of awardees in the 2021/22 academic year	Number of awardees in the 2022/23 academic year	Number of awardees in the 2023/24 academic year
Medicine, Dentistry and Health	33	24	31
Sciences	104	89	87
Engineering and Technology	67	92	80
Business and Management	18	19	24
Social Sciences	23	37	32
Arts and Humanities	46	31	32
Education	9	8	7
Others ^{Note}	-	-	7
Total	300	300	300

Note: including interdisciplinary programmes, for example, the broad academic programme categories of an awardee are Sciences and Engineering and Technology respectively.

**The numbers of the HKPFS awardees
in the 2021/22 to 2023/24 academic years by place of origin**

Country/Region	Number of awardees in the 2021/22 academic year	Number of awardees in the 2022/23 academic year	Number of awardees in the 2023/24 academic year
Hong Kong	38	37	41
Armenia	1	-	-
Australia	1	1	1
Austria	1	-	-
Bangladesh	4	6	4
Bhutan	1	-	-
Bosnia and Herzegovina	-	1	-
Brazil	4	1	1
Brunei	-	1	-
Canada	2	1	1
Chile	-	1	-
Mainland China	162	164	185
Colombia	-	-	1
Czech Republic	1	-	-
Ecuador	1	-	1
Egypt	2	2	3
Ethiopia	2	4	7
Finland	-	-	1
France	-	4	1
Germany	-	3	1
Ghana	8	4	4
Greece	-	-	1
India	3	4	2
Indonesia	10	4	4
Iran	2	-	1
Ireland	1	-	-
Israel	-	-	1
Italy	5	3	2
Jamaica	1	-	-
Japan	1	3	-
Kazakhstan	1	2	-
Kenya	-	1	-
Kosovo	-	1	-
Kyrgyzstan	-	1	1
Lithuania	-	1	1
Macao	2	3	-
Malaysia	4	6	4
Maldives	-	-	1

Country/Region	Number of awardees in the 2021/22 academic year	Number of awardees in the 2022/23 academic year	Number of awardees in the 2023/24 academic year
Mexico	1	1	4
Nepal	2	-	-
Netherlands	1	-	-
New Zealand	1	-	-
Nigeria	3	2	-
Norway	-	-	-
Pakistan	4	-	2
Palestine	-	1	-
Philippines	1	2	4
Portugal	-	2	-
Serbia	-	1	2
Russia	2	3	5
Seychelles	-	-	1
Singapore	-	1	-
South Africa	-	1	-
South Korea	5	5	1
Spain	1	1	-
Sri Lanka	3	1	-
Sweden	-	-	1
Switzerland	-	-	1
Syria	1	-	-
Taiwan	1	2	2
Tajikistan	-	-	1
Tanzania	1	-	-
Thailand	-	2	-
Türkiye	-	-	1
Turkmenistan	-	1	-
Uganda	1	-	-
Ukraine	1	-	-
United Kingdom	6	6	1
United States	3	6	2
Vietnam	3	3	2
Zimbabwe	1	-	-
Total	300	300	300

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CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 1545)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Regarding the University Grants Committee (UGC)-funded institutions, will the Government advise this Committee of the following:

- (1) the demand for and the shortfall of hostel places in the UGC-funded institutions in the past 3 years and the estimated figures for the 2024/25 academic year;
- (2) the numbers of “undergraduate students whose daily travelling time to and from home and the university exceeds 4 hours” in the past 3 years and the estimated figure for the 2024/25 academic year;
- (3) the ongoing hostel works projects of the UGC-funded institutions, the project amounts, the completion dates, as well as the estimated numbers of hostel places to be provided; and
- (4) Given that the Policy Address proposes to double the admission quota of non-local students to Government-funded post-secondary institutions to 40% starting from the 2024/25 academic year, there will be keen demand for hostel places. What short-, medium- and long- term measures will be put in place by the UGC to address the shortfall of hostel places?

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

Reply:

(1), (3) and (4)

The Government provided one-off capital grants of \$10.3037 billion in total under the Hostel Development Fund (HDF) for 6 University Grants Committee (UGC)-funded universities with hostel shortfalls to carry out 15 student hostel projects, with a view to fully meeting the shortfall of hostel places. As at March 2024, 4 student hostel projects under the HDF (namely The Chinese University of Hong Kong’s 300-place Student Hostel at New Asia Campus (“Mei Yun Tang”); The University of Hong Kong’s Student Residences at Mui Fong

Street and Wong Chuk Hang Site; and Hong Kong Baptist University's Hostel Complex at 30 Renfrew Road, Kowloon Tong ("Village CARE")) have been completed, providing a total of 3 514 funded student hostel places.

The Chief Executive highlighted in his last year's Policy Address to develop Hong Kong into an international hub for post-secondary education. Among those, the UGC-funded universities are actively taking forward the remaining hostel projects, aiming to provide a total of about 13 500 hostel places by 2027. The amount of the capital grant involved, the number of hostel places and the target completion date of each student hostel project under the HDF are set out in Annex.

Currently, universities allocate hostel places in accordance with their respective mechanisms. We encourage universities to optimise resources and continue reviewing the priorities of different student groups for hostel allocation. They should give due regard to practical needs and educational benefits in hostel allocation while maintaining flexibility at the same time. For example, undergraduate students (including non-local, exchange and local students) can foster their whole-person development and broaden their horizons from the diversified social and group activities in student hostels. As research postgraduate students are relatively independent and mature, they can make their own arrangement.

In addition, similar to other cities with a cluster of top universities, the development of Hong Kong into an international hub for post-secondary education will attract more students from different geographical regions to study in Hong Kong. The resultant demand for student accommodation often attracts the private sector's participation, providing a wide range of options, such as universities collaborating with the private sector to provide hostel places or in providing advisory services to non-local students who wish to seek accommodation from the private residential rental market.

The Government and the UGC have reiterated to the universities that a multi-pronged approach should be adopted to broaden students' accommodation options by making reference to the development of other major education hubs and combining efficient market forces to widen students' accommodation choices. The universities should balance and support the accommodation needs of different student groups in a pragmatic and appropriate manner.

(2)

Based on the information provided by the UGC-funded universities, the respective numbers of undergraduate students meeting the criterion of "daily travelling time to and from home and the university exceeding 4 hours" with allocated hostel places at the beginning of the 2021/22, 2022/23 and 2023/24 academic years were 533, 538 and 557. We do not have the estimated figure for the 2024/25 academic year.

**Progress of student hostel projects
under the Hostel Development Fund (HDF)**

Table 1 — Completed hostel projects

University	Hostel project	Capital grant disbursed under the HDF (\$ million) (in money-of-the- day prices)	Number of hostel places provided	Completion date
The Chinese University of Hong Kong	300-place Student Hostel at New Asia Campus (“Mei Yun Tang”)	196.425	300	December 2022
The University of Hong Kong	Student Residence at Mui Fong Street	164.580	250	June 2022
	Student Residence at Wong Chuk Hang Site	817.552	1 238	August 2023
Hong Kong Baptist University	Hostel Complex at 30 Renfrew Road, Kowloon Tong (“Village CARE”)	1,161.598	1 726	March 2024

Table 2 — Hostel projects for which construction works have commenced (as at December 2023)

University	Hostel project	Capital grant disbursed under the HDF (\$ million) (in money-of-the- day prices)	Number of hostel places to be provided	Target completion date
City University of Hong Kong	Student Hostel at Whitehead, Ma On Shan	1,445.828	2 168	April 2024
	Student Hostel at Tat Hong Avenue, Kowloon Tong	992.007	999	October 2027
The Chinese University of Hong Kong	250-place Student Hostel at United Campus	168.250	250	December 2024
	300-place Student Hostel at Shaw Campus	201.900	300	June 2025

University	Hostel project	Capital grant disbursed under the HDF (\$ million) (in money-of-the-day prices)	Number of hostel places to be provided	Target completion date
	250-place Student Hostel at Wu Yee Sun Campus	168.250	250	June 2027
	300-place Student Hostel at Chung Chi Campus	201.900	300	December 2026
The Hong Kong Polytechnic University	Student Hostel at Ho Man Tin Slope	1,268.405	1 279	August 2027
	Student Hostel at Tat Hong Avenue, Kowloon Tong	1,668.240	1 680	October 2027
The Hong Kong University of Science and Technology	Halls 10-13 Student Residences (formerly known as “1415-place Student Hostel”)	952.295	1 551 (1 415 places funded by the HDF plus 136 privately-funded places)	August 2024
The University of Hong Kong	Student Residence at High West Site	631.274	938	December 2024 (to be reviewed)

Table 3 — Hostel project for which construction works have yet to commence (as at December 2023)

University	Hostel project	Capital grant disbursed under the HDF (\$ million) (in money-of-the-day prices)	Number of hostel places to be provided	Target completion date
The Chinese University of Hong Kong	394-place Student Hostel in Area 39	265.162	394	June 2027

- End -

CONTROLLING OFFICER'S REPLY

EDB200

(Question Serial No. 1546)

Head: (190) University Grants Committee

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

Programme: (1) University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the following for each of the past 3 years by institution and programme:

1. the number of intakes of taught postgraduate programmes funded by the University Grants Committee (UGC) with a breakdown by university and place of origin;
2. the numbers of applications for and intakes of the UGC-funded research postgraduate programmes with a breakdown by university and place of origin;
3. in the light of Hong Kong's development into an international education hub, the measures to be taken by the UGC to encourage funded universities to admit research students from different countries more extensively with a view to maintaining an international teaching and learning environment.

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

Reply:

1.

The student enrolment of UGC-funded taught postgraduate (TPg) programmes by university and place of origin from the 2021/22 to 2023/24 academic years is set out at **Annex 1**. Under the prevailing mechanism, all non-local students of the UGC-funded TPg programmes do not receive public funding support and must be accounted for separately from local student places, so as to ensure that the study opportunities for local students will not be affected.

2.

The numbers of applications for and intakes of the UGC-funded research postgraduate (RPg) programmes by university and place of origin from the 2021/22 to 2023/24 academic years are set out at **Annex 2**.

3.

Hong Kong's post-secondary education is highly internationalized and diversified. It is the only city in the world that has five top-ranked. Possessing excellent research talents, Hong Kong has the potential to become an international education hub. Since 2009, UGC has introduced the Hong Kong PhD Fellowship Scheme (HKPFS) to attract the world's best and brightest students to come to Hong Kong, facilitating the internationalisation of local higher education institutions and building up a talent pool.

At present, the number of the HKPFS places has been doubled from initially about 150 to 300 places in the 2023/24 academic year. This number will gradually be further increased over the next two academic years, reaching 400 per academic year in the 2025/26 academic year and beyond. This expansion aims to attract more outstanding talents to study and conduct research in Hong Kong. Besides, the number of the UGC-funded RPg places will be progressively increased from some 5 600 in the 2022/23 academic year to 7 200 in the 2024/25 academic year. Together with the gradual uplift of the over-enrolment ceiling from 70% to 100%, institutions will be able to admit more outstanding RPg students from different places, thereby further consolidating Hong Kong's research capabilities.

As for UGC-funded TPg programmes, in accordance with the established policy, they are limited to a small number of programmes designed to meet specific manpower requirements (e.g. teacher training and dentistry), essential to professional training (e.g. professional fields such as law, architecture, town planning) or related to factors including practising qualifications, and therefore the number of non-local students who are interested in pursuing these programmes in Hong Kong is relatively limited. In any event, as announced by the Chief Executive in the 2023 Policy Address, starting from the 2024/25 academic year, the enrolment ceiling of non-local students to UGC-funded taught programmes will be doubled to 40%, which also applies to UGC-funded TPg programmes. The universities may, having regard to their own conditions, progressively admit more non-local students to pursue the relevant programmes. The UGC will also work with the Heads of Universities Committee Standing Committee on Internationalisation established by the 8 UGC-funded universities and fully utilise the additional funding provided in the 2022-25 triennium to strengthen the promotion of the advantages of Hong Kong's higher education under the brand of "Study in Hong Kong" overseas and in the Mainland, so as to attract more students from around the world to further their studies in Hong Kong.

Student Enrolment of UGC-funded TPg Programmes by University and Place of Origin from the 2021/22 to 2023/24 Academic Years

(Headcount)

University	Place of Origin	2021/22 Academic Year	2022/23 Academic Year	2023/24 Academic Year (Provisional figures)
City University of Hong Kong	Local students	53	53	53
	Mainland China	-	-	8
	Oceania	-	-	2
Hong Kong Baptist University	Local students	111	101	105
The Chinese University of Hong Kong	Local students	551	499	620
The Education University of Hong Kong	Local students	352	340	401
	Mainland China	19	22	22
	Elsewhere in Asia	1	-	2
	North America	1	-	-
	Europe	-	-	1
The University of Hong Kong	Local students	517	557	601
	Mainland China	49	36	49
	Elsewhere in Asia	7	14	6
	North America	-	-	3
	Europe	2	1	4
Total		1 663	1 623	1 877

Note:

1. According to the current policy, only TPg programmes that meet specific manpower requirements and those required for providing full training of certain professionals will remain UGC-funded.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. “-” denotes nil.

**Numbers of Applications for and Intakes of UGC-funded RPg Programmes
by University and Place of Origin from the 2021/22 to 2023/24 Academic Years**

(Headcount)

Academic Year	University	Local Students		Mainland China		Elsewhere in Asia		Other Regions		Total	
		No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes
2021/22	City University of Hong Kong	116	16	2 677	346	348	13	258	14	3 399	389
	Hong Kong Baptist University	90	19	962	78	104	6	108	9	1 264	112
	Lingnan University	61	7	222	15	67	2	124	5	474	29
	The Chinese University of Hong Kong	795	153	3 420	493	671	27	900	17	5 786	690
	The Education University of Hong Kong	28	7	201	16	60	5	24	-	313	28
	Hong Kong Polytechnic University	271	75	1 971	304	324	16	278	13	2 844	408
	Hong Kong University of Science and Technology	313	90	2 445	337	532	60	444	17	3 734	504
	The University of Hong Kong	506	164	3 586	652	375	46	367	30	4 834	892
	Total	2 180	531	15 484	2 241	2 481	175	2 503	105	22 648	3 052
2022/23	City University of Hong Kong	107	14	2 961	323	309	14	224	13	3 601	364
	Hong Kong Baptist University	135	29	1 177	82	89	5	95	4	1 496	120
	Lingnan University	59	8	321	14	55	2	122	4	557	28
	The Chinese University of Hong Kong	895	125	4 554	482	607	30	769	20	6 825	657
	The Education University of Hong Kong	20	5	273	22	50	6	40	2	383	35
	Hong Kong Polytechnic University	289	56	2 616	273	331	16	255	12	3 491	357

Academic Year	University	Local Students		Mainland China		Elsewhere in Asia		Other Regions		Total	
		No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes
	Hong Kong University of Science and Technology	306	76	3 103	373	524	48	385	13	4 318	510
	The University of Hong Kong	460	122	4 055	624	397	35	316	20	5 228	801
	Total	2 271	435	19 060	2 193	2 362	156	2 206	88	25 899	2 872

Academic Year	University	Local Students		Mainland China		Elsewhere in Asia		Other Regions		Total	
		No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes	No. of Applications	Intakes
2023/24 (Provisional figures)	City University of Hong Kong	111	18	2 816	439	189	10	169	18	3 285	485
	Hong Kong Baptist University	118	10	1 430	55	71	5	66	4	1 685	74
	Lingnan University	39	4	503	22	50	5	82	4	674	35
	The Chinese University of Hong Kong	770	125	5 400	620	576	19	669	11	7 415	775
	The Education University of Hong Kong	30	10	378	30	49	6	35	2	492	48
	Hong Kong Polytechnic University	266	51	2 836	364	223	11	213	14	3 538	440
	Hong Kong University of Science and Technology	209	85	2 491	414	378	41	269	17	3 347	557
	The University of Hong Kong	471	132	4 417	787	360	28	292	18	5 540	965
	Total	2 014	435	20 271	2 731	1 896	125	1 795	88	25 976	3 379

- Note:
1. The number of applications for RPg programmes refers to the numbers of applications in the year preceding the corresponding academic year, including all applications irrespective of the source of funding support for the admitted students.
 2. Each applicant may submit multiple applications to different universities at the same time, so the numbers of applicants are actually less than the numbers of applications. However, UGC-funded universities do not maintain any information on the numbers of applicants.
 3. The place of origin refers to the nationality or place of residence of the non-local students.
 4. Intakes include RPg students fully or partly financed by the UGC funds (i.e. including students financed by external funds at the same time).
 5. “-” denotes nil.

– End –

CONTROLLING OFFICER'S REPLY**EDB201****(Question Serial No. 3146)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please set out in tabular form the unit costs of each student, unit costs of each student (excluding the Research Portion), cost recovery rates (%) and numbers of students of the undergraduate, higher diploma and sub-degree programmes funded by the University Grants Committee (UGC) over the past 5 years.
2. Further to the above, what are the principles adopted by the Government and the UGC in assessing the costs required in various subject areas and adjusting the tuition fees?

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 41)

Reply:

The approved student numbers (i.e. the numbers of funded student places) of the sub-degree and undergraduate programmes funded by the University Grants Committee (UGC), and the average unit costs of these students under the General Revenue Account for the past 5 years, are set out in the following table:

Level of study		2018/19	2019/20	2020/21	2021/22	2022/23
Sub-degree programme	Approved student number (Full-time equivalent)	3 195	2 983	2 961	2 961	1 636
	Unit cost per student (HK\$ per year)	164,468	161,995	176,706	179,374	196,770
Undergraduate programme	Approved student number (Full-time equivalent)	73 554	73 840	73 879	73 949	73 823
	Unit cost per student (HK\$ per year)	218,470	229,850	232,448	232,376	240,282

Note:

1. The above unit cost figures are calculated by dividing the recurrent grants (i.e. excluding non-recurrent grants and fellowships) provided to the universities in the academic year by the total number of student places in full-time equivalent terms. Since universities (i) can over-enrol students according to the existing mechanism; (ii) have other sources of income (e.g. tuition fees); and (iii) can flexibly deploy their block grants to conduct UGC-funded

activities other than teaching (e.g. research), such unit cost figures do not reflect the actual per capita expenditure of each student for the universities in each academic year.

2. Sub-degree programmes include associate degree programmes and higher diploma programmes.

The UGC allocates recurrent grants to the 8 UGC-funded universities in the form of block grants which comprise 3 main portions, namely (a) Teaching Portion (about 78%); (b) Research Portion (about 20%); and (c) Professional Activity Portion (about 2%). In other words, the unit cost per student (excluding Research Portion) represents about 80% of the above unit cost figures.

Regarding the tuition fees of subvented programmes offered by the UGC-funded universities, since the 1997/98 academic year, the tuition fee level for UGC-funded programmes at degree level or above has been maintained at \$42,100 per year while the tuition fee for sub-degree programmes of The Education University of Hong Kong is \$15,040 per year. The overall cost recovery rate (CRR) of the tuition fee level is calculated as the percentage of the tuition fee income against the gross funding requirement of the UGC-funded universities. The current target CRR is 18%, and the CRR from the 2018/19 to 2022/23 academic years are set out in the following table:

Academic year	2018/19	2019/20	2020/21	2021/22	2022/23
CRR	14.6%	13.9%	13.8%	13.7%	13.3%

The Government will review whether the indicative tuition fee level for UGC-funded degree programmes should be adjusted in accordance with the established policies and mechanisms, taking into account the “user-pays” principle, the CRR and relevant factors. The final decision on the adjustment will be made by the Chief Executive in Council. Should there be any adjustment to the tuition fee level, the Government will announce in a timely manner for the universities, parents and students to get prepared. Under the existing policies, the tuition fee is identical across UGC-funded programmes of different academic disciplines and the Government has no intention of making any changes.

- End -

CONTROLLING OFFICER'S REPLY

EDB202

(Question Serial No. 2718)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

With the adoption of “user-pays” principle, the Government plans to review public service fees and charges which have not been adjusted for a long time. The current tuition fee for local students in funded universities has not been adjusted in line with the inflation rate for years. Please inform this Committee of:

1. the annual tuition fee, total number of students and total amount of expenditure in respect of local students in the funded universities in each year from 1997 to 2023; and
2. the annual tuition fee, total number of students and total amount of expenditure in respect of non-local students enrolling in the undergraduate programmes of University Grants Committee-funded institutions in each year from 1997 to 2023.

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 5)

Reply:

The total numbers of local students of the University Grants Committee (UGC)-funded universities and non-local students of UGC-funded undergraduate programmes in the past 5 years (from the 2018/19 to 2022/23 academic years) are as follows:

Academic year	2018/19	2019/20	2020/21	2021/22	2022/23
Total number of local students ^{Note}	82 805	82 267	82 309	81 069	80 841
Number of non-local students of undergraduate programmes	11 601	12 249	12 477	13 254	14 147

Note: Figures include all levels of study, namely undergraduate programmes, taught postgraduate programmes, research postgraduate programmes and sub-degree programmes.

Since the 1997/98 academic year, the indicative tuition fee level for UGC-funded programmes for local students has been maintained at \$42,100 per year. The tuition fee for sub-degree programmes of the City University of Hong Kong and the Hong Kong Polytechnic University is \$31,575 (75% of \$42,100) per local student per year while that of the Education University of Hong Kong is \$15,040.

As regards non-local students, all non-local students pursuing UGC-funded taught programmes (i.e. undergraduate programmes, taught postgraduate programmes and sub-degree programmes) do not receive public funding support from the UGC. The tuition fees for these students should be charged at a level which is at least sufficient to recover all additional direct costs, and such tuition fees should in no circumstances be lower than the fees applicable to local students. Under the principle of institutional autonomy and on the premise that the above conditions are met, universities may determine the appropriate level of tuition fees for non-local students, having regard to their own circumstances. According to the information provided by the UGC-funded universities, the tuition fees for non-local students pursuing UGC-funded undergraduate programmes in the past 5 years (from the 2018/19 to 2022/23 academic years) are as follows:

Academic year	2018/19	2019/20	2020/21	2021/22	2022/23
Level of tuition fees for non-local students (HK\$ per year)	\$120,000 to \$161,000	\$140,000 to \$164,000	\$140,000 to \$171,000	\$140,000 to \$171,000	\$140,000 to \$171,000

The UGC does not have a breakdown of the expenditure on local and non-local students for each university. Based on the annual financial reports of the 8 UGC-funded universities, the total expenditures (covering UGC-funded activities and non-UGC-funded activities which include universities' expenses on items such as teaching, research, knowledge sharing, etc.) of the 8 UGC-funded universities in the past 5 years (from the 2018/19 to 2022/23 academic years) are as follows:

Academic year	2018/19	2019/20	2020/21	2021/22	2022/23
Total expenditure ^{Note} (HK\$ million)	39,179	40,835	41,611	42,500	45,289

Note: Figures only cover those activities at university level (i.e. excluding subsidiaries).

- End -

CONTROLLING OFFICER'S REPLY

EDB203

(Question Serial No. 2741)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is mentioned in this Programme that the enrolment ceiling of non-local students for University Grants Committee (UGC)-funded taught programmes would be doubled from currently a level equivalent to 20% of approved local student places to 40% starting from the 2024/25 academic year. In this connection, please advise this Committee on the following: What are the respective number of non-local students pursuing UGC-funded undergraduate programmes in UGC-funded institutions and their respective percentage in the number of approved student places of UGC-funded taught programmes in each of these institutions over the past 5 years?

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 28)

Reply:

The actual non-local student enrolment figures of UGC-funded undergraduate programmes and its proportion out of the number of local student places by university in the 2019/20 to 2023/24 academic years are set out at **Annex**. All non-local students pursuing UGC-funded taught programmes do not receive public funding, and the number of such non-local students is accounted for separately from local student places so as to ensure that the study opportunities for local students will not be affected.

Actual non-local student enrolment of UGC-funded undergraduate programmes and their proportion out of the number of local student places by university from the 2019/20 to 2023/24 academic years

(Full-time equivalent)

University	2019/20		2020/21		2021/22		2022/23		2023/24 (Provisional figures)	
	Student enrolment	Proportion out of the number of local student places	Student enrolment	Proportion out of the number of local student places	Student enrolment	Proportion out of the number of local student places	Student enrolment	Proportion out of the number of local student places	Student enrolment	Proportion out of the number of local student places
City University of Hong Kong	1 737	15.6%	1 812	16.2%	1 914	17.1%	1 950	18.3%	1 901	18.7%
Hong Kong Baptist University	808	13.2%	839	13.8%	810	13.4%	873	14.3%	943	15.1%
Lingnan University	258	10.9%	330	14.0%	356	15.1%	405	16.9%	431	17.6%
The Chinese University of Hong Kong	2 416	16.3%	2 223	15.1%	2 258	15.3%	2 316	15.7%	2 344	15.8%
The Education University of Hong Kong	449	10.4%	430	10.0%	438	10.1%	420	9.3%	442	9.3%
The Hong Kong Polytechnic University	1 859	14.1%	1 987	15.1%	2 340	17.8%	2 634	20.0%	2 945	22.3%
The Hong Kong University of Science and Technology	1 727	21.1%	1 806	21.8%	1 870	22.4%	1 913	22.6%	2 022	23.7%
The University of Hong Kong	2 995	21.8%	3 049	22.1%	3 267	23.7%	3 636	26.3%	3 728	26.8%
All universities	12 249	16.6%	12 476	16.9%	13 253	17.9%	14 147	19.2%	14 756	19.9%

Note:

1. The place of origin of non-local students is determined having regard to their nationality or place of residence.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1176)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Targeted Taught Postgraduate Programmes Fellowships Scheme was launched starting from the 2020/21 academic year to provide fellowships for local students pursuing designated taught postgraduate programmes conducive to the development of Hong Kong. In this connection, please provide this Committee with the following information for the past 3 academic years: (i) the number of subsidised students under the Scheme; (ii) the total amount of subsidies granted in each year; (iii) the programmes attended by subsidised students and the percentages of such programmes among the subsidised students; (iv) the staffing provision for handling the applications; and (v) the current cash balance of the fellowships.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 25)

Reply:

The University Grants Committee (UGC) introduced the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) on a pilot basis for 5 cohorts starting from the 2020/21 academic year to offer fellowships to local students pursuing eligible taught postgraduate programmes relating to 7 priority areas in the 8 UGC-funded universities, subject to a cap of \$120,000 (for the whole taught postgraduate programme, regardless of study period).

(i) to (iii).

According to the information submitted by the universities in end September 2023, in the 2021/22 to 2023/24 academic years (i.e. the second to fourth cohorts of the TPgFS), there were 971, 973 and 965 local students awarded with fellowships of about \$99 million, \$102 million and \$106 million respectively. The **Annex** sets out the number of fellowship awardees in these 3 cohorts of the TPgFS and their proportion of the total number of fellowship awardees in the respective academic years by university and programme.

(iv).

The UGC Secretariat handles the administrative work of the TPgFS with the existing establishment and therefore a breakdown is not available.

(v).

As at the end of March 2024, the non-recurrent grant balance of the TPgFS is about \$151 million.

**Number of fellowship awardees and percentage over the total number of fellowship awardees of the TPgFS
by university and programme, second to fourth cohorts (2021/22 to 2023/24 intakes)**

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
City University of Hong Kong	Master of Arts in Communication and New Media	6	0.62%	3	0.31%	3	0.31%
	Master of Arts in Creative Media	6	0.62%	10	1.03%	6	0.62%
	Master of Arts in Language Studies	8	0.82%	4	0.41%	-	-
	Master of Arts in Public Policy and Management (Smart Cities stream)	2	0.21%	4	0.41%	4	0.41%
	Master of Fine Arts in Creative Media	4	0.41%	2	0.21%	4	0.41%
	Master of Laws in Arbitration and Dispute Resolution	12	1.24%	11	1.13%	11	1.14%
	Master of Laws in Corporate and Commercial Law	2	0.21%	-	-	-	-
	Master of Science in Biomedical Engineering	2	0.21%	1	0.10%	2	0.21%
	Master of Science in Computer Science	6	0.62%	3	0.31%	3	0.31%
	Master of Science in Data Science	9	0.93%	11	1.13%	7	0.73%
	Master of Science in Electronic Information Engineering	5	0.51%	4	0.41%	4	0.41%
	Master of Science in Energy and Environment	7	0.72%	5	0.51%	2	0.21%
	Master of Science in Engineering Management	5	0.51%	5	0.51%	5	0.52%
	Master of Science in Finance	6	0.62%	2	0.21%	2	0.21%

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	Master of Science in Health Sciences and Management	3	0.31%	3	0.31%	3	0.31%
	Master of Science in Materials Engineering and Nanotechnology	2	0.21%	1	0.10%	4	0.41%
	Master of Science in Professional Accounting and Corporate Governance	10	1.03%	8	0.82%	9	0.93%
	Master of Science in Public Health and Epidemiology*	-	-	2	0.21%	3	0.31%
	Master of Science in Biostatistics*	-	-	2	0.21%	4	0.41%
	Master of Science in Business Information Systems*	-	-	3	0.31%	3	0.31%
	Master of Social Sciences in Psychology*	-	-	6	0.62%	5	0.52%
	Master of Laws (Corporate and Financial Law stream & Intellectual Property and Technology Law stream)*	-	-	1	0.10%	2	0.21%
Hong Kong Baptist University	Master of Arts in Music	12	1.24%	9	0.92%	8	0.83%
	Master of Arts in Translation and Bilingual Communication	6	0.62%	4	0.41%	6	0.62%
	Master of Arts in Visual Arts	5	0.51%	4	0.41%	1	0.10%
	Master of Fine Arts in Film, Television and Digital Media	3	0.31%	3	0.31%	2	0.21%
	Master of Science in Data Analytics and Artificial Intelligence	16	1.65%	16	1.64%	16	1.66%
	Master of Science in AI and Digital Media	7	0.72%	7	0.72%	5	0.52%
	Master of Science in Analytical Chemistry	12	1.24%	13	1.34%	14	1.45%
	Master of Science in Environmental and Public Health Management	11	1.13%	9	0.92%	3	0.31%

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	Master of Science in Finance (Fintech and Financial Analytics)	9	0.93%	7	0.72%	7	0.73%
	Master of Science in Green Technology (Energy)	1	0.10%	3	0.31%	3	0.31%
	Master of Science in Personal Health Management (Chinese Medicine)	11	1.13%	8	0.82%	7	0.73%
	Master of Social Sciences in Counselling	19	1.96%	20	2.06%	19	1.97%
	Master of Social Sciences in Sport and Leisure Management*	-	-	4	0.41%	4	0.41%
	Master of Public Administration*	-	-	4	0.41%	4	0.41%
	Master of Arts in Producing for Film, Television and New Media*	-	-	3	0.31%	4	0.41%
	Master of Science in Marketing for the Creative Economy*	-	-	3	0.31%	4	0.41%
	Master of Chinese Medicine#	-	-	-	-	8	0.83%
Lingnan University	Master of Arts in Chinese	6	0.62%	4	0.41%	4	0.41%
	Master of Arts in Curating and Art History	3	0.31%	7	0.72%	5	0.52%
	Master of Cities and Governance	3	0.31%	-	-	-	-
	Master of Science in Work and Organisational Psychology	4	0.41%	-	-	-	-
	Master of Social Sciences in Comparative Social Policy (International)	5	0.51%	-	-	-	-
	Master of Social Sciences in Health and Social Services Management	3	0.31%	-	-	-	-
	Master of Arts in Creative and Media Industries*	-	-	1	0.10%	3	0.31%

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	Master of Science in Health Analytics and Operations Management*	-	-	2	0.21%	2	0.21%
The Chinese University of Hong Kong	Master of Arts in Intercultural Studies	3	0.31%	-	-	-	-
	Master of Arts in Music	12	1.24%	15	1.54%	15	1.55%
	Master of Laws in International Economic Law	5	0.51%	10	1.03%	9	0.93%
	Master of Public Health	21	2.16%	29	2.98%	28	2.90%
	Master of Science in Biomedical Engineering	6	0.62%	-	-	-	-
	Master of Science in Computer Science	11	1.13%	11	1.13%	7	0.73%
	Master of Science in Finance	7	0.72%	18	1.85%	16	1.66%
	Master of Science in Genomics and Bioinformatics	10	1.03%	-	-	-	-
	Master of Science in Information and Technology Management	15	1.54%	21	2.16%	18	1.87%
	Master of Science in Mathematics	8	0.82%	4	0.41%	4	0.41%
	Master of Science in Mathematics Education	12	1.24%	10	1.03%	10	1.04%
	Master of Science in Musculoskeletal Medicine, Rehabilitation and Geriatric Orthopaedics	9	0.93%	7	0.72%	7	0.73%
	Master of Science in New Media	10	1.03%	-	-	-	-
	Master of Science in Nutrition, Food Science and Technology	4	0.41%	5	0.51%	5	0.52%
	Master of Science in Stroke and Clinical Neurosciences	22	2.27%	30	3.08%	30	3.11%
Master of Social Science in Social Work	30	3.09%	-	-	-	-	

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	Master of Science in Financial Technology*	-	-	8	0.82%	8	0.83%
	Master of Nursing*	-	-	30	3.08%	30	3.11%
	Master of Social Science in Sustainable Tourism*	-	-	1	0.10%	3	0.31%
	Master of Arts in Cultural Management*	-	-	14	1.44%	14	1.45%
	Master of Science in Actuarial Science and Insurance Analytics#	-	-	-	-	2	0.21%
The Education University of Hong Kong	Master of Arts in Mathematics and Pedagogy	10	1.03%	5	0.51%	6	0.62%
	Master of Arts in Music Education	4	0.41%	4	0.41%	4	0.41%
	Master of Arts in STEM Education	12	1.24%	11	1.13%	10	1.04%
	Master of Arts in Visual Arts Education and Creative Practice	3	0.31%	3	0.31%	3	0.31%
	Master of Education	20	2.06%	15	1.54%	15	1.55%
	Master of Science in Educational Speech-Language Pathology and Learning Disabilities	11	1.13%	4	0.41%	4	0.41%
	Master of Social Sciences in Sports Coaching and Management	5	0.51%	6	0.62%	6	0.62%
	Master of Science in Artificial Intelligence and Educational Technology*	-	-	3	0.31%	3	0.31%
	Master of Arts in Teaching Chinese as an International Language*	-	-	3	0.31%	3	0.31%
The Hong Kong Polytechnic University	Master of Design	22	2.27%	9	0.92%	20	2.07%
	Master of Social Work	22	2.27%	8	0.82%	8	0.83%
	Master of Speech Therapy	10	1.03%	-	-	-	-

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	MSc in Building Services Engineering	25	2.57%	28	2.88%	26	2.69%
	MSc in Business Analytics	7	0.72%	13	1.34%	12	1.24%
	MSc in Electrical Engineering	9	0.93%	11	1.13%	13	1.35%
	MSc in Global Food Safety Management and Risk Analysis	6	0.62%	4	0.41%	5	0.52%
	MSc in Health Informatics	10	1.03%	10	1.03%	9	0.93%
	MSc in Information Technology	12	1.24%	17	1.75%	16	1.66%
	MSc in International Hospitality Management	3	0.31%	8	0.82%	6	0.62%
	MSc in International Shipping and Transport Logistics	8	0.82%	5	0.51%	6	0.62%
	MSc in Mechanical Engineering	24	2.47%	22	2.26%	23	2.38%
	MSc in Medical Imaging and Radiation Science	11	1.13%	11	1.13%	10	1.04%
	MSc in Medical Physics	3	0.31%	5	0.51%	5	0.52%
	MSc in Nutrition and Healthy Ageing*	-	-	5	0.51%	5	0.52%
	MA in Global Fashion Management*	-	-	4	0.41%	6	0.62%
	MSc in Biomedical Engineering*	-	-	4	0.41%	3	0.31%
The Hong Kong University of Science and Technology	Master of Public Policy	3	0.31%	3	0.31%	3	0.31%
	MSc in Analytical Chemistry	4	0.41%	4	0.41%	2	0.21%
	MSc in Big Data Technology	14	1.44%	15	1.54%	15	1.55%
	MSc in Biotechnology	6	0.62%	8	0.82%	8	0.83%
	MSc in Civil Infrastructural Engineering and Management	18	1.85%	16	1.64%	14	1.45%
	MSc in Data-Driven Modeling	6	0.62%	3	0.31%	2	0.21%

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	MSc in Environmental Engineering and Management	10	1.03%	4	0.41%	4	0.41%
	MSc in Environmental Health and Safety	3	0.31%	3	0.31%	3	0.31%
	MSc in Environmental Science and Management	12	1.24%	8	0.82%	8	0.83%
	MSc in Finance	6	0.62%	3	0.31%	3	0.31%
	MSc in Financial Mathematics	8	0.82%	5	0.51%	4	0.41%
	MSc in Financial Technology	7	0.72%	8	0.82%	9	0.93%
	MSc in Global China Studies	5	0.51%	-	-	-	-
	MSc in Information Systems Management	14	1.44%	16	1.64%	16	1.66%
	MSc in Technology Leadership and Entrepreneurship	3	0.31%	-	-	-	-
	MSc in Business Analytics*	-	-	6	0.62%	6	0.62%
	MSc in Accounting*	-	-	2	0.21%	3	0.31%
MSc in Intelligent Building Technology and Management*	-	-	4	0.41%	4	0.41%	
The University of Hong Kong	Master of Arts in the field of Literary and Cultural Studies	3	0.31%	4	0.41%	4	0.41%
	Master of Data Science	9	0.93%	9	0.92%	9	0.93%
	Master of Economics	10	1.03%	22	2.26%	25	2.59%
	Master of Finance	8	0.82%	12	1.23%	12	1.24%
	Master of Laws in Compliance and Regulation	11	1.13%	10	1.03%	11	1.14%
	Master of Laws in Corporate and Financial Law	5	0.51%	-	-	-	-
	Master of Nursing	30	3.09%	30	3.08%	32	3.32%

University	Programme	2021/22 academic year (second cohort)		2022/23 academic year (third cohort)		2023/24 academic year (fourth cohort)	
		Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees	Number of awardees	Proportion out of total number of awardees
	Master of Public Health	29	2.99%	30	3.08%	30	3.11%
	Master of Science in Business Analytics	16	1.65%	24	2.47%	25	2.59%
	Master of Science in Computer Science	9	0.93%	10	1.03%	10	1.04%
	Master of Science in Engineering in Building Services Engineering	25	2.57%	25	2.57%	25	2.59%
	Master of Science in Information Technology in Education	3	0.31%	-	-	-	-
	Master of Science in Urban Analytics	6	0.62%	8	0.82%	3	0.31%
	Master of Social Work	25	2.57%	-	-	-	-
	Master of Statistics	10	1.03%	7	0.72%	8	0.83%
	Master of Arts in the field of English Studies*	-	-	4	0.41%	4	0.41%
	Master of Social Sciences in the field of Media, Culture and Creative Cities*	-	-	7	0.72%	5	0.52%
	Master of Arts in Transport Policy and Planning*	-	-	10	1.03%	10	1.04%
Total		971	100%	973	100%	965	100%

Notes:

1. * Programmes nominated as eligible programmes since the third cohort (i.e. 2022/23 intake).
2. # Programmes nominated as eligible programmes since the fourth cohort (i.e. 2023/24 intake).
3. ‘-’ denotes not applicable.

- End -

CONTROLLING OFFICER'S REPLY

EDB205

(Question Serial No. 0452)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is indicated in the Budget that the Research Matching Grant Scheme (RMGS) will continue accepting applications till 31 July 2024, or until the remaining balance of the provision is exhausted, whichever is earlier. At present, the remaining balance of RMGS is less than \$5 million. In this connection, will the Government inform this Committee whether there will be a new round of injection after the provision is exhausted? If yes, of the specific details of the plan; if no, of the reasons. Besides, please provide a breakdown of the uses of the grants in the past 3 years by type of research expenditure (e.g. expenses for patent applications, set-up costs for research facilities and fellowships).

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 20)

Reply:

The Chief Executive announced in the 2021 Policy Address that the 3-year operation of the Research Matching Grant Scheme (RMGS) would be extended to the end of July 2024, or until the provision of \$3 billion was exhausted. According to information provided by the relevant universities/institutions at the time of application for matching grants, some of the donations and matching grants received would be used for general research purposes without specific breakdown. Among specific uses that had been provided, the main use would be for meeting research project-related expenses. During the application cycles in the past 3 years (i.e. 2021, 2022 and 2023), the Government disbursed a total of about \$1.55 billion of matching grants, with breakdown on the use of grants set out in the table below. By the end of February 2024, the remaining balance of matching grants was about \$87.91 million. RMGS is a one-off initiative and the Government will gauge its effectiveness

Matching grants disbursed in the application cycles within that year (\$ million)	Use of grants ^{note1}						Total
	Research project-related expenses ^{note2}	Setting up research facilities	Support for student participation in research activities (including scholarships)	Procurement of transferable research equipment or research-related software/technology licence	Other research purposes (including funding for research scholars/students to participate in academic conferences)	General research purposes ^{note3}	
2021	480.4	5.8	11.8	3.0	7.0	185.6	693.6
2022	356.0	-	17.0	38.8	0.3	176.0	588.0
2023	148.6	5.8	3.2	13.5	2.5	92.7	266.2
Total	984.9	11.5	32.1	55.2	9.8	454.3	1,547.8

Notes:

1. Figures may not add up to the total due to rounding.
2. Including payment for salaries of research and development staff, procurement of research equipment, etc.
3. Some of the donations and matching grants received would be used for general research purposes without specific breakdown at the time of application for matching grants.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0918)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

As mentioned under the Matters Requiring Special Attention in the coming year, the University Grants Committee will continue to administer the remuneration subsidy portion of the Global STEM Professorship Scheme. In this connection, will the Government advise this Committee of:

- (1) the respective numbers of scholars and research team members subsidised by the Scheme in the past 3 years;
- (2) the disciplines of participating scholars and the respective numbers of scholars in each discipline in the past 3 years;
- (3) whether any scholars have withdrawn from the Scheme in the past 3 years; if yes, the numbers and reasons involved; and
- (4) given that the revised estimated expenditure for the Scheme in 2023-24 is \$174 million and the remaining balance of the Scheme to date is less than \$140 million, whether the current balance can meet the expenditure for the coming year; whether a new round of injection will be available when the provision is exhausted; if yes, the specific details; if no, the reasons?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 24)

Reply:

According to information provided by the Innovation, Technology and Industry Bureau, up to end of February 2024, the Global STEM Professorship Scheme has supported 57 STEM scholars to embark on their tenure in Hong Kong, and none of them have so far withdrawn. Their disciplines include computer science and engineering (28 scholars), medicine and life science (15 scholars), as well as natural science and others (14 scholars). Under the Scheme, each STEM scholar may apply for funding support to engage up to 4 researchers to assist in

their research work through the Research Talent Hub of the Innovation and Technology Fund. As at end-February 2024, the Scheme has supported around 140 researchers. The Government envisages that the current estimated balance of the Scheme should still be sufficient in meeting the expenditure on salaries and allowances for STEM scholars in 2024-25. The Government will maintain close liaison with the universities, and look into the status of implementation of the Scheme in a timely manner.

- End -